

# **1997-98 Louisiana Progress Profiles**

## *District Composite Report*

### **Bossier Parish**

Published March 1999

Prepared by the  
Louisiana Department of Education  
Office of Management and Finance  
Division of Planning, Analysis, and Information Resources

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The passage of the Children First Act in 1988 ushered in a new generation of analysis and research about the overall quality and condition of education in Louisiana. As the national reform of education continues to evolve, Louisiana is steadfast in its commitment to quality education and school accountability.

*Progress Profiles* (*School Report Cards*, *District Composite Reports*, and the *State Report*) provide information about schools to parents and the general public, provide a basis for educational planning, and increase educational accountability at all levels. By providing policy makers, parents, and other interested citizens valuable information on the inputs, processes, and outcomes of public education, these documents also offer a valuable resource for advancing school improvement.

The Progress Profiles Program, which is administered by the Louisiana Department of Education (LDE), Office of Management and Finance, Division of Planning, Analysis and Information Resources, was founded on the premise that educational improvement is most successful when parents, school staff, and policy makers have access to accurate information on a wide range of factors believed to influence student learning. The indicators included in the *Progress Profiles* were carefully selected because they:

- have been demonstrated through school effectiveness research to be related to student learning;
- represent key features of schooling that can be influenced by parents, school staff, and policy makers, and thus are useful for school improvement purposes; and
- yield the maximum amount of accurate and essential information possible without posing undue reporting burdens at either the school or district level.

To offer the most comprehensive overview possible and serve the specific needs of varied audiences, three levels of reporting are provided.

1. *School Report Cards* are tailored to the needs of parents and the general public. For 1997-98, *School Report Cards* were produced for **1,414 of 1,445** public elementary, middle/junior high, high, and combination schools statewide.
2. *District Composite Reports* are produced for all 66 Louisiana public school districts. The most detailed and comprehensive of the three levels of reporting, these reports offer local and state-level policy makers longitudinal data.
3. The *Louisiana Progress Profiles State Report* is best suited to the needs of the general reader because it provides a succinct overview of the major characteristics of Louisiana education based on *School Report Card* findings.

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*“Any effort to improve schools must be designed to meet the goal of creating an active, thinking curriculum in specific disciplines, and success should be judged by whether increasing numbers of students reach agreed-upon performance standards.”*

—Bill Honig

*Phi Delta Kappan*, June 1994

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## Purpose of the *District Composite Report*

The purpose of the *District Composite Report* is to provide information relevant to the condition of education in Louisiana. This report provides detailed longitudinal information on various indicators as well as analysis of data where feasible. It serves as an effective tool to aid policy makers and district administrators in identifying opportunities for school improvement.

## Organization of this Report

The summary tables following this introduction offer district-level information for all indicators. In addition to quick-reference tables at the front of this report, district socioeconomic and demographic data are provided to aid readers. Financial information is included to give a more complete picture of Louisiana school districts.

The remainder of the report is organized into five parts, each encompassing a series of related educational indicators.

- *Part 1. District Summary.* School performance is influenced by community socioeconomic characteristics and by the level of local financial support for public education. Part 1 therefore presents parish (as opposed to district) demographic and socioeconomic indicators ranging from household income distribution and teen pregnancy rate to district revenue, expenditures, and average teacher salaries. District summary tables of all *Profile* indicators also are provided in Part 1.
- *Part 2. School Characteristics.* The context within which students are educated and the level of educational resources available to them impact learning. Part 2 focuses on key educational “inputs” and resources at the school level, i.e., the size of the student body and faculty, the school’s category (e.g., elementary schools, middle schools, etc.), class sizes, and the academic preparation of faculty.
- *Part 3. Student Participation.* For students to receive an education, they must first have the opportunity to learn; thus, the extent to which students are present and actively engaged in schooling is of vital importance (Oakes, 1989). Part 3 presents

three indicators that provide some measure of student participation: attendance, suspensions/expulsions, and dropouts.

- *Part 4. Student Achievement.* Part 4 reports three types of school-level outputs: student performance on 1) reading level evaluation results for grades 2 and 3, which assess students’ ability to read and comprehend on grade level, 2) criterion-referenced tests (CRTs), which measure students’ performance on state-prescribed curricula, and 3) norm-referenced tests (NRTs), which indicate how Louisiana students compare with other students nationally. The Reading Level Evaluation Results reported on the *School Report Cards* are based on the assessment conducted on second and third grade students by their teachers at each profile school. The CRT results reported on the *School Report Cards* are based on student performance on Louisiana Educational Assessment Program (LEAP) tests administered at the third, fifth, and seventh grade levels and on the Graduation Exit Examination (GEE), which is administered in grades 10 and 11. The NRT results, which are also part of LEAP, reflect student performance utilizing two tests: 1) *The Iowa Tests of Basic Skills (ITBS)* which is administered for grades 4, 6, and 8, and 2) *The Iowa Tests of Educational Development (ITED)* which is administered for grades 9, 10, and 11.
- *Part 5. College Readiness.* One goal of elementary-secondary schooling is to ensure that those students seeking an advanced education are adequately prepared for college. The *School Report Cards* present two indicators of college readiness: 1) student performance on the American College Test (ACT), a national test commonly used for college placement purposes, and 2) the percentage of high school graduates who take remedial courses as first-time college freshmen.

A brief narrative, organized as follows introduces each indicator presented in this report:

- an introduction to the indicator and its significance in the study and/or promotion of student learning;

- 
- a description of how data are organized in the accompanying table(s);
  - a description of how data appear in the *School Report Cards*;
  - definitions of key terms, where applicable;
  - formulas/equations used to calculate statistics, where applicable; and
  - the source(s) of the data presented.

A glossary at the end of this report provides operational definitions for key terms.

### **School Categorization**

The mission, organizational structure, and outcomes of schooling vary depending on the level of instruction (i.e., elementary, middle, etc.) (Levine & Lezotte, 1990). In recognition of this, the Profiles Program began in 1993-94 to group schools into four reporting categories based on level of schooling: elementary, middle/junior high, high, and combination (i.e., K-12).

Category comparison statistics are presented by district and for the state as a whole for those indicators that are not reported by grade level; these include class size, attendance, suspension, and expulsion. This homogeneous grouping of schools by level of instruction fosters probably the fairest comparisons; however, district and statewide comparison statistics also are provided.

*Note:* Category comparison statistics are provided for only those indicators that are reported at the school level. There are no category statistics for the testing and dropout indicators, which are reported by grade level and therefore have even greater comparability than those performance data that are reported by category.

All schools receiving 1997-98 *School Report Cards* are placed into one of four categories:

- *elementary*—any school whose grade structure falls within the K-8 range, excludes grades in the 9-12 range, and does not fit the definition for middle/junior high.
- *middle/junior high*—any school whose grade structure falls within the 4-9 range, includes grades 7 or 8, and excludes grades in the K-3 and 10-12 ranges.
- *high*—any school whose grade structure falls within the 6-12 range and includes grades in the 10-12 range, or any school that contains only grade 9.
- *combination*—any school whose grade structure falls within the K-12 range and is not described by any of the above definitions. These schools generally contain some grades in the K-6 range and some grades in the 9-12 range. Examples would include grade structures such as K-12; K-3, 9-12; and 4-6, 9-12.

If a school has been re-categorized due to a change in grade structure, that school's longitudinal data will appear in more than one category. For example, if Central High School had grades 9-12 from 1990-91 through 1992-93, its longitudinal data for those years would appear in the high school category. If Central High School became a K-12 school in 1993-94, its data in 1993-94 and thereafter would appear in the combination school category.

As a convenience to readers, the data tables that are organized by category are cross-referenced. In the above example, the high school category data would refer readers interested in Central High's longitudinal performance to the combination category data and vice versa.

### **Demographic Indicators Associated With Educational Attainment**

Research has shown that demographic and socioeconomic variables affect student achievement. An analysis of the background characteristics of the student population places the school performance indicators in their broader context and helps shed light on the degree of difficulty that certain school districts or states experience in educating their particular student populations. In other

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words, inclusion of the demographic indicators in Part 1 provides a context for interpretation of the outcomes.

The *District Composite Report* presents the following socioeconomic and demographic information at the parish (not district), state and national levels:

- education attainment,
- labor force breakdown,
- unemployment rate,
- per capita income,
- household income distribution,
- population by race,
- single parent households,
- all persons living below the poverty level, and
- teen pregnancy rate.

The data are supplied by the U.S. Bureau of the Census, the Louisiana Department of Health and Hospitals, and Northeast Louisiana University Center for Business and Economic Research.

### **District Financial Overview**

There are many factors which contribute to the overall profile of a school district. Financial information is one of the vital factors which are part of that profile. Inclusion of this information in Part 1 helps the reader understand how a public school district functions, and it provides additional context for the interpretation of educational indicators.

### **Longitudinal Analysis: Tracking School Progress Over Time**

By law, the Progress Profiles Program is required to present six years of data (the current year and the five previous years). These longitudinal school-level data are presented in the *District Composite*

*Report*. Each year, the *Composite Reports* are updated by adding the most current year's data and deleting the data that are more than six years old. The *School Report Cards* and *Progress Profiles State Report*, on the other hand, present only the most current year of data so that parents and policy makers who want a very concise and current snapshot of education performance need not wade through voluminous amounts of information.

Incorporating longitudinal data in the *District Composite Report* enables policy makers to anticipate changes in educational outcomes, not just describe them (Smith, 1988). However, longitudinal reporting does complicate the presentation of data. To assist policy makers in interpreting data, tables in the *District Composite Report* have been formatted as follows:

1. *Cross-sectional data* (i.e., for any given year) are presented vertically in columns. School-to-school comparisons can be made within any given year by scanning up and down columns.
2. *Longitudinal data* are presented horizontally in rows. An individual school's progress on any single variable can be charted over time by scanning left-to-right across columns.
3. Schools are listed in *sequential order*, based on school site code and school category.
4. The 1995-96, 1996-97, and 1997-98 data are shaded as a reminder that 1995-96 was the first year that *Progress Profiles* data were extracted from the Student Information System (SIS), establishing a new baseline year for *Profiles* reporting purposes. **Comparisons between the 1995-96 and subsequent years to previous years' data are strongly discouraged (see box on next page).**

All longitudinal tracking of individual schools should be conducted with caution. Because schools, like other organizations, are constantly evolving, a school's name and/or grade configuration may change over time. Such changes may or may not signal a major change in the character of the school.



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To facilitate longitudinal tracking of individual schools, the six-digit site codes that the LDE assigns to all public schools have been included in all tables. Barring a major change in grade structure at a school, these site codes remain constant over time and therefore are much more reliable identifiers than the school name itself.

In some instances, longitudinal data on a specific indicator are not available for every site due to school openings, closings, and/or reorganizations. Occasionally, an entire indicator may be added. For example, first-time college freshmen data were added to the *School Report Cards* in 1992-93. In instances such as these, the tilde symbol (~) represents “unavailable data.”

Data sometimes are not strictly comparable from one year to the next due to changes in reporting periods, data sources, and/or revisions in indicator definitions. In these instances, the data are footnoted to alert the reader to use caution in drawing longitudinal comparisons.

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## **1995-96 Was A New Baseline Year Comparisons With Prior Years Data Are Strongly Discouraged**

Special caution is urged in comparing 1995-96, 1996-97, and 1997-98 performance information to data from prior years because the Progress Profiles Program underwent two major changes in 1995.

1. **All 1995-96, 1996-97, and 1997-98 Student Participation data (i.e., attendance, suspensions/expulsions, and dropouts), some School Characteristics data (i.e., October 1 membership), and some College Readiness data (i.e., graduates) were taken from the student-level Student Information System (SIS).** The SIS data are much more detailed and more precisely defined than the aggregated data collected in prior years. They are not comparable, however, to the school summary data reported prior to 1995-96.
2. **All Student Participation indicators and most Achievement Indicators (i.e., norm- and criterion-referenced test results) have been expanded to include both regular and special education students.** In previous years, these indicators were limited to regular education students.

As a special caution to readers, the columns of 1995-96, 1996-97, and 1997-98 data are shaded. Data from prior years are presented only for the convenience of readers whose information needs are more historical than comparative.

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## The Challenge: Accurate and Reliable Reporting

Measurement is a process involving both theoretical as well as empirical considerations. Most assuredly, research based on the inadequate measurement of indicators does not result in a greater understanding of the particular indicator (Carmines and Zeller, 1979). Though it is widely recognized that the best educational policy is made when officials have access to accurate information, the use of inaccurate or unreliable data is more dangerous than no information at all. Recognizing this, every effort has been made to ensure the reliability and validity of the data reported on the *Progress Profiles*. Toward that end, LDE and district staff examine each indicator through a meticulous data correction and verification process.

The Progress Profiles Program has grown substantially over the past several years. The LDE has executed an elaborate process for data verification and analysis to ensure that quality is an intrinsic part of each *Progress Profiles* report.

## Satisfying the Need for Analysis

Though all states have some form of educational performance indicator system, the criticism is often heard that too few do anything with the data. “The missing ingredient in most education indicator systems is analysis,” notes Allen Odden. “Analysis is critical; it makes sense of the data, explores relationships among the inputs, processes, and outputs of the educational system, and makes policy recommendations for change” (Odden, 1990).

In keeping with national trends toward supplementing educational indicator systems with policy-relevant analysis, LDE staff research the relationships among various *School Report Card* indicators and explore their utility as predictors of student performance. The results of some analyses are presented in shaded boxes accompanying the narrative introduction to each indicator.

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*LDE research offers statistical support for what teachers and other educators have long assumed: schools that display the highest level of student achievement are schools with a high percentage of student attendance, a low percentage of students suspended, and a low percentage of student dropouts (Franklin and Crone, 1993).*

# *Part 1. District Summary*

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## Parish Socioeconomic And Demographic Overview

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The socioeconomic and demographic composition of the parish may shed light on household situations and thus the educational system of a school district. Issues such as income, poverty rate, single parent households, and teen pregnancy affect family function, which is strongly linked to achievement. This section examines state- and national-level information for each parish socioeconomic and demographic indicator presented.

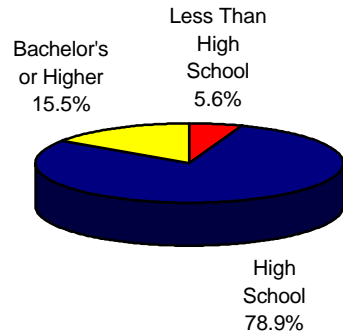
### Definitions

- *Education Attainment*—is divided into three levels:
  1. Less than high school degree: includes persons of compulsory school attendance age or above who are not enrolled in school and are not high school graduates.
  2. High school degree: includes persons whose highest degree is a high school diploma or its equivalent and those who have attempted some college or have received an associate degree. Persons who completed the twelfth grade but did not receive a diploma are not included.
  3. Bachelor's degree or higher: includes those persons who have received a college, university, or professional degree.
- *Labor Force*—is divided into four categories:
  1. White collar: includes persons with executive, administrative, and managerial occupations; professional specialty occupations; technicians and related support occupations; sales occupations; and administrative support occupations, including clerical.
  2. Blue collar: includes persons with precision production, craft, and repair occupations; transportation and material moving occupations; positions held by machine operators, assemblers, and inspectors; and positions held by handlers, equipment cleaners, helpers, and laborers.
  3. Service & Other: includes persons with private household occupations, protective service occupations, and other service occupations.
  4. Agriculture: includes persons who perform farming, forestry, and fishing industry jobs.
- *Household Income Distribution*—is divided into seven major groups. The annual income range begins with below \$15,000 and ends with \$100,000 and above.
- *Population by Race*—is divided into three major groups, white, black, and “other.” The “other” category consists of Native Americans and Asian/Pacific Islanders. It should be noted that, according to the 1990 Bureau of Census data, Hispanic origin can be viewed as the ancestry, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. Persons of Hispanic origin may be of any race and are therefore included in the categories of white, black, and “other.”
- *Single Parent Household Rate*—is the number of single parent households divided by the total number of households.
- *Poverty Threshold*—is revised to allow for changes in the cost of living as reflected in the Consumer Price Index. According to the 1990 Bureau of the Census data, the average poverty threshold for a family of four persons was \$12,674.
- *Teen Pregnancy Rate*—is the total number of teenage girls under the age of 19 divided by the total number of pregnant women.
- *Per capita income*—is the average income computed for every man, woman, and child in a particular group. The Census Bureau derived per capita income by dividing the total income of a particular group by the total population in that group (excluding patients or inmates in institutional quarters).
- *Unemployment rate*—is the total number of persons not working, who are available and seeking work, regardless of age, as a percentage of the civilian labor force. This is considered the official unemployment rate and is typically cited in comparisons.

## Bossier Parish Socioeconomic and Demographic Overview

As each school district works toward its educational vision and goals, social and economic factors within the parish may directly or indirectly affect the educational experience of students. An overview of the relevant demographic and socioeconomic profile of each parish places the education indicator data presented in this report in the proper context. These data provide a socioeconomic and demographic profile of the parish as a whole, not the public school district. In preparing this section, every effort was made to obtain the most recent data available for each indicator.

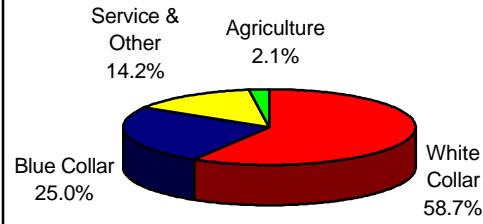
### Education Attainment



	Bachelor's or Higher	High School	Less Than High School
State	16.1%	68.3%	15.6%
Nation	24.7%	62.2%	13.1%

Sources: Northeast Louisiana University, Center for Business and Economic Research and NCES, 1995.

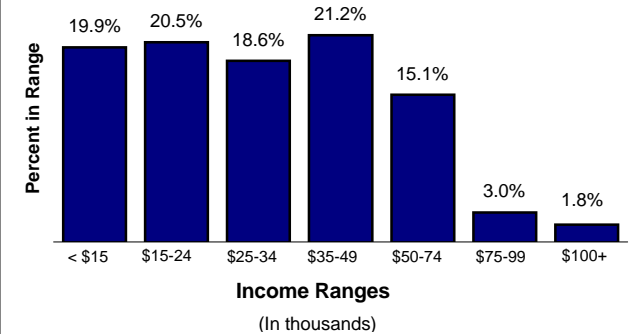
### Labor Force



	White Collar	Blue Collar	Service & Other	Agriculture
State	55.9%	27.4%	14.2%	2.5%
Nation	57.8%	25.6%	13.7%	2.9%

Source: US Bureau of Census, 1990.

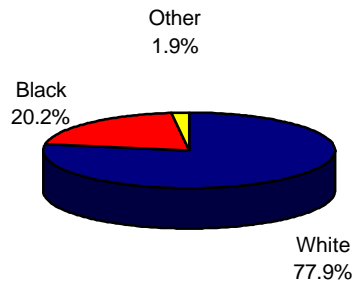
### Household Income Distribution



	<\$15	\$15-24	\$25-34	\$35-49	\$50-74	\$75-99	\$100+
State	36.3%	18.8%	14.8%	14.7%	10.3%	2.7%	2.4%
Nation	24.3%	17.4%	15.2%	17.3%	15.4%	6.0%	4.4%

Source: US Bureau of Census, 1990.

### Population by Race



	White	Black	Other
State	67.3%	30.8%	1.9%
Nation	83.9%	12.3%	3.8%

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### Poverty Level

	Parish	State	Nation
All Persons Living Below Poverty Level	16.5%	23.6%	15.7%

Source: Northeast Louisiana University, Center for Business and Economic Research, 1993.

### Single Parenthood

	Parish	State	Nation
Single Parent Households	15.8%	19.1%	14.8%

Source: US Bureau of Census, 1990.

Source: US Bureau of Census, 1990.

### Labor Related Statistics

	Parish	State	Nation
Per Capita Income <sup>1</sup>	\$19,745	\$19,709	\$24,436
Unemployment Rate <sup>2</sup>	6.6%	6.6%	5.4%

Sources: 1) Northeast Louisiana University, Center for Business and Economic Research, 1996. 2) Bureau of Labor and Statistics, US Dept of Labor, 1996.

### Teen Pregnancy

	Parish	State	Nation
Teen Pregnancy Rate	16.0%	18.9%	12.9%

Source: Louisiana Department of Health and Hospitals, 1996.

## District Financial Overview

Financial information broadens the understanding of how public school districts function and provides additional context for the interpretation of educational indicators. The two major components of the financial information are revenues and expenditures.

### Definitions

- **Revenues**—are governmental funds appropriated for public education. Revenues are received from four main sources:
  1. **Local:** monies collected directly by a district through taxes (ad valorem, sales, and use taxes), bonds, revenues from other local government units, tuition, transportation fees, earnings of investments, food service, and community service.
  2. **State:** monies received from the state government through Louisiana's Minimum Foundation Program (MFP) formula, grants-in-aid, and specific programs such as the Early Childhood Program.
  3. **Federal:** monies received from the federal government through a variety of programs such as Title I, Impact Aid Fund, Reserve Officer Training Corps Program (ROTC), Headstart Programs, School Food Service, Adult Basic Education, and Special Education.
  4. **District revenues per pupil:** total revenues divided by the adjusted October 1 funded student membership.
- **Expenditures**—are charges incurred, whether paid or unpaid, which benefit the current fiscal year. Total expenditures include the following categories:\*
- 1. **Instructional Expenditures:** monies spent for classroom instruction, pupil support, and instructional staff support.

2. **Non-instructional expenditures:** monies spent for school administration, business services, operations and maintenance, transportation, food services, enterprises, and community services.
3. **Facility Acquisition & Construction Services:** monies spent for activities concerned with acquiring land and buildings, remodeling buildings, constructing buildings and additions to buildings, initially installing or extending service systems and other built-in equipment, and improving sites.
4. **District expenditures per pupil:** total expenditures minus debt service divided by the adjusted October 1 funded membership.

Additional items frequently of interest to the public are *average salary of full-time teachers* and *beginning teacher salary*. Average salary calculations include full-time classroom teachers and librarians; special education teachers, aides, guidance counselors, and part-time teachers are not included. *Beginning teacher salary* is defined as the salary paid to a new teacher with a bachelor's degree and no experience. This information is different from *average salary of full-time teachers*, which is an average of all teachers' salaries in the district.

*Note: Some districts' financial data may be adjusted after the publication of this report due to audits. The financial information in this section is based on the December 1, 1998, figures provided by the Office of Management and Finance, LDE.*

\* Debt service and other long-term obligations are not included in expenditure figures because these monies provide services during multiple years and should not be attributed to only one year.

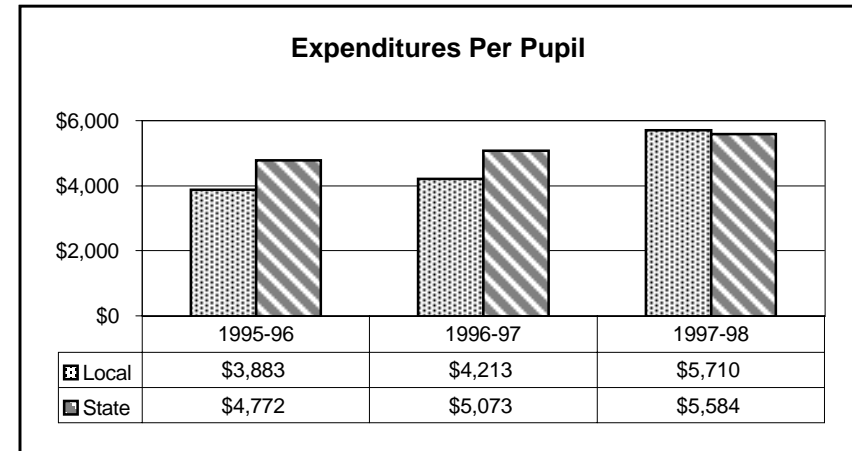
# Bossier Parish Financial Profile

District Revenue by Source									
Revenue Source	1995-96			1996-97			1997-98		
	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Local	\$33,184,134	35.1%	36.8%	\$37,895,358	36.7%	37.4%	\$37,786,500	38.2%	37.6%
State	\$52,677,541	55.7%	50.9%	\$56,891,568	55.0%	50.8%	\$52,595,966	53.2%	51.0%
Federal	\$8,698,319	9.2%	12.3%	\$8,575,887	8.3%	11.8%	\$8,546,182	8.6%	11.4%
<b>Total</b>	<b>\$94,559,994</b>	<b>100.0%</b>	<b>100.0%</b>	<b>\$103,362,813</b>	<b>100.0%</b>	<b>100.0%</b>	<b>\$98,928,648</b>	<b>100.0%</b>	<b>100.0%</b>

Adjusted October 1 Student Membership		
1995-96	1996-97	1997-98
22,828	23,325	18,831

Revenues Per Pupil			
	1995-96	1996-97	1997-98
Local	\$4,142	\$4,431	\$5,253
State Average	\$4,981	\$5,296	\$5,818

Teacher Salaries			
Year	Local Beginning Salary	Local Average Salary	State Average Salary
1995-96	\$18,578	\$25,156	\$26,800
1996-97	\$21,945	\$29,623	\$29,025
1997-98	\$22,945	\$30,105	\$31,131



District Expenditures by Category									
Expenditure Category	1995-96			1996-97			1997-98		
	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Instructional Expenditures	\$59,954,067	68.6%	68.0%	\$64,471,896	66.5%	68.2%	\$65,517,829	64.4%	68.9%
Non-Instructional Expenditures	\$27,484,058	31.4%	32.0%	\$32,471,127	33.5%	31.8%	\$36,276,767	35.6%	31.1%
<b>Subtotal</b>	<b>\$87,438,125</b>	<b>100.0%</b>	<b>100.0%</b>	<b>\$96,943,023</b>	<b>100.0%</b>	<b>100.0%</b>	<b>\$101,794,596</b>	<b>100.0%</b>	<b>100.0%</b>
Facility Acquisition & Construction Services	\$1,208,418			\$1,316,657			\$5,734,352		
<b>Total Expenditures (excluding debt services)</b>	<b>\$88,646,543</b>			<b>\$98,259,680</b>			<b>\$107,528,948</b>		

## Notes:

1. District financial data may be adjusted as a result of audits conducted by the Louisiana Department of Education.
2. Percentages may not total to 100% due to rounding.
3. Revenue per pupil and operating expenditure per pupil are based on adjusted October 1 funded student membership.

## District Indicator Summary Results

### *School Characteristics*

Schools in Bossier Parish					
1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
17,851	18,135	18,254	18,393	18,692	18,684
1,117	1,131	1,154	1,171	1,192	1,200

## Schools in Bossier Parish

October 1 Membership	17,851	18,135	18,254	18,393	18,692	18,684
Number of Faculty	1,117	1,131	1,154	1,171	1,192	1,200

Faculty with a Master's Degree or Higher											
1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
47.78	528	48.84	546	48.03	548	45.66	526	43.75	511	41.92	503

### Faculty with a Master's Degree or Higher

Class Size Characteristics for Grades K-12											
1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
~	~	30.86	208	29.49	212	28.43	236	20.54	166	26.52	201
~	~	51.48	347	53.69	386	49.28	409	52.48	424	46.97	356
~	~	17.66	119	16.83	121	22.29	185	26.98	218	26.52	201
~	~	12.25	87	13.94	104	16.60	126	15.51	121	16.33	138
~	~	36.06	256	45.84	342	49.01	372	45.51	355	50.06	423
~	~	51.69	367	40.21	300	34.39	261	38.97	304	33.61	284
~	~	30.43	328	32.62	364	33.30	383	33.79	416	37.99	560
~	~	29.96	323	36.65	409	33.65	387	34.04	419	32.43	478
~	~	39.61	427	30.73	343	33.04	380	32.17	396	29.58	436
24.18	596	25.30	623	26.35	680	27.20	745	24.94	703	29.22	899
45.23	1,115	37.61	926	44.05	1,137	42.64	1,168	42.50	1,198	40.85	1,257
30.59	754	37.08	913	29.60	764	30.16	826	32.56	918	29.93	921

### Class Size Characteristics for Grades K-12

### Elementary Schools

Class Size Range 1 - 20	~	~	30.86	208	29.49	212	28.43	236	20.54	166	26.52	201
Class Size Range 21 - 26	~	~	51.48	347	53.69	386	49.28	409	52.48	424	46.97	356
Class Size Range 27 or more	~	~	17.66	119	16.83	121	22.29	185	26.98	218	26.52	201

### *Middle/Jr. High Schools*

Class Size Range 1 - 20	~	~	12.25	87	13.94	104	16.60	126	15.51	121	16.33	138
Class Size Range 21 - 26	~	~	36.06	256	45.84	342	49.01	372	45.51	355	50.06	423
Class Size Range 27 or more	~	~	51.69	367	40.21	300	34.39	261	38.97	304	33.61	284

### High Schools

Class Size Range 1 - 20	~	~	30.43	328	32.62	364	33.30	383	33.79	416	37.99	560
Class Size Range 21 - 26	~	~	29.96	323	36.65	409	33.65	387	34.04	419	32.43	478
Class Size Range 27 or more	~	~	39.61	427	30.73	343	33.04	380	32.17	396	29.58	436

## All Schools

Class Size Range 1 - 20	24.18	596	25.30	623	26.35	680	27.20	745	24.94	703	29.22	899
Class Size Range 21 - 26	45.23	1,115	37.61	926	44.05	1,137	42.64	1,168	42.50	1,198	40.85	1,257
Class Size Range 27 or more	30.59	754	37.08	913	29.60	764	30.16	826	32.56	918	29.93	921

~ = Unavailable Data



# District Indicator Summary Results

## Student Participation

		Student Attendance					
		1992-93 <sup>1</sup>	1993-94	1994-95	1995-96 <sup>2</sup>	1996-97	1997-98
<b>Percent of Student Attendance</b>							
<i>Elementary Schools</i>		~	96.32	95.98	95.66	96.02	95.39
<i>Middle/Jr. High Schools</i>		~	94.75	94.16	93.93	94.93	94.57
<i>High Schools</i>		~	93.93	93.16	91.64	92.59	91.77
<i>All Schools</i>		95.51	95.38	94.89	94.21	94.83	94.16

		Student Dropouts											
		1992-93 <sup>3</sup>		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>Student Dropouts</b>													
Grade 7		0.12	2	0.18	3	0.18	3	0.54	9	0.94	16	0.56	10
Grade 8		0.18	3	0.20	3	0.45	7	1.56	25	0.86	14	1.56	26
Grade 9		0.87	15	2.37	43	2.35	41	6.19	114	5.37	100	5.19	91
Grade 10		0.83	12	1.51	21	2.28	35	5.96	87	5.33	78	5.50	87
Grade 11		0.63	8	1.62	20	1.93	22	5.86	74	5.69	74	5.60	71
Grade 12		0.69	7	1.53	16	2.03	21	4.67	45	5.04	56	6.22	71

<sup>1</sup> A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence, prior years' data may not be comparable.

<sup>2</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

<sup>3</sup> In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

~ = Unavailable Data

# District Indicator Summary Results

## Student Participation (Continued)

Students Suspended and Expelled													
		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>1</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>Students Suspended and Expelled</b>													
<i>Elementary Schools</i>													
Suspended (In School)		~	~	~	~	~	~	~	~	0.00	0	7.63	818
Suspended (Out of School)		~	~	1.05	102	1.41	159	2.19	253	1.53	171	1.80	193
Expelled (In School)		~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)		~	~	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<i>Middle/Jr. High Schools</i>													
Suspended (In School)		~	~	~	~	~	~	~	~	0.00	0	26.79	1,176
Suspended (Out of School)		~	~	5.04	193	7.45	290	8.70	345	10.37	417	11.46	503
Expelled (In School)		~	~	~	~	~	~	~	~	0.87	35	1.14	50
Expelled (Out of School)		~	~	0.00	0	0.08	3	0.00	0	0.00	0	0.00	0
<i>High Schools</i>													
Suspended (In School)		~	~	~	~	~	~	~	~	0.00	0	25.94	1,656
Suspended (Out of School)		~	~	7.42	442	9.41	554	10.65	641	10.67	677	13.81	882
Expelled (In School)		~	~	~	~	~	~	~	~	0.65	41	1.35	86
Expelled (Out of School)		~	~	0.24	14	0.56	33	0.27	16	0.05	3	0.09	6
<i>All Schools</i>													
Suspended (In School)		~	~	~	~	~	~	~	~	0.00	0	17.11	3,648
Suspended (Out of School)		3.25	690	3.78	737	4.77	1,003	5.80	1,239	5.93	1,264	7.39	1,575
Expelled (In School)		~	~	~	~	~	~	~	~	0.36	76	0.64	136
Expelled (Out of School)		0.07	14	0.07	14	0.17	36	0.07	16	0.01	3	0.03	6

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

# District Indicator Summary Results

## Student Achievement

		Reading Level Evaluation Results											
		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98 <sup>1</sup>	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Reading Level Evaluation Results - Grade 02													
	Students Assessed		~		~		~		~		~		1,491
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	25.89	386
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	51.44	767
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	22.67	338
Reading Level Evaluation Results - Grade 03													
	Students Assessed		~		~		~		~		~		1,399
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	12.51	175
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	49.32	690
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	38.17	534

		Percent of Students Passing CRT and Number of Students Tested											
		1992-93		1993-94		1994-95		1995-96 <sup>2</sup>		1996-97		1997-98	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Criterion-referenced Test (CRT) Results - Grade 03													
	Language Arts	95	1,354	96	1,397	95	1,410	95	1,429	94	1,451	95	1,375
	Mathematics	96	1,351	96	1,394	95	1,404	94	1,425	94	1,445	94	1,366
Criterion-referenced Test (CRT) Results - Grade 05													
	Language Arts	95	1,342	95	1,277	95	1,340	90	1,498	92	1,504	92	1,393
	Mathematics	96	1,342	95	1,276	96	1,340	92	1,489	94	1,503	95	1,390
Criterion-referenced Test (CRT) Results - Grade 07													
	Language Arts	91	1,266	93	1,289	94	1,309	90	1,400	91	1,435	90	1,473
	Mathematics	86	1,264	87	1,290	87	1,305	81	1,384	86	1,434	86	1,473
Graduation Exit Exam (GEE) Results													
	Language Arts	95	971	93	1,049	93	1,136	91	1,144	89	1,167	90	1,185
	Mathematics	87	971	83	1,047	80	1,132	80	1,143	83	1,161	80	1,186
	Written Composition	92	968	92	1,025	96	1,109	95	1,127	94	1,136	97	1,170
	Science	87	964	91	868	89	924	85	1,069	84	1,044	86	1,037
	Social Studies	91	961	92	870	91	924	89	1,067	89	1,046	87	1,037

<sup>1</sup> Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

<sup>2</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

# District Indicator Summary Results

## *Student Achievement (Continued)*

		Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores for National Student Norms - The Iowa Tests					
		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>2</sup>
<b>Norm-referenced Test (NRT) Results - Grade 04</b>							
	Fourth Quartile	~	~	~	~	~	20.6
	Third Quartile	~	~	~	~	~	29.1
	Second Quartile	~	~	~	~	~	31.6
	First Quartile	~	~	~	~	~	18.7
	Percentile Rank	~	~	~	~	~	51.0
<b>Norm-referenced Test (NRT) Results - Grade 06</b>							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.7
	Second Quartile	~	~	~	~	~	29.4
	First Quartile	~	~	~	~	~	20.0
	Percentile Rank	~	~	~	~	~	53.0
<b>Norm-referenced Test (NRT) Results - Grade 08</b>							
	Fourth Quartile	~	~	~	~	~	22.6
	Third Quartile	~	~	~	~	~	31.7
	Second Quartile	~	~	~	~	~	28.5
	First Quartile	~	~	~	~	~	17.2
	Percentile Rank	~	~	~	~	~	54.0
<b>Norm-referenced Test (NRT) Results - Grade 09</b>							
	Fourth Quartile	~	~	~	~	~	21.9
	Third Quartile	~	~	~	~	~	29.3
	Second Quartile	~	~	~	~	~	26.8
	First Quartile	~	~	~	~	~	22.0
	Percentile Rank	~	~	~	~	~	50.0
<b>Norm-referenced Test (NRT) Results - Grade 10</b>							
	Fourth Quartile	~	~	~	~	~	22.0
	Third Quartile	~	~	~	~	~	28.2
	Second Quartile	~	~	~	~	~	29.2
	First Quartile	~	~	~	~	~	20.6
	Percentile Rank	~	~	~	~	~	51.0

<sup>1</sup> Represents graduates from the previous school year.

<sup>2</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years data are not presented.

~ = Unavailable Data

# District Indicator Summary Results

## *Student Achievement (Continued)*

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores for National Student Norms - The Iowa Tests						
	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>2</sup>
<b>Norm-referenced Test (NRT) Results - Grade 11</b>						
Fourth Quartile	~	~	~	~	~	29.3
Third Quartile	~	~	~	~	~	24.9
Second Quartile	~	~	~	~	~	28.0
First Quartile	~	~	~	~	~	17.8
Percentile Rank	~	~	~	~	~	54.0

### *College Readiness*

American College Test (ACT) Results					
1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
20.0	19.7	19.6	19.8	19.9	20.0

First-time College Freshmen Performance											
1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
	818		835		899		906		941		~
29.83	244	43.59	364	39.82	358	37.53	340	39.31	370	~	~
36.89	90	36.26	132	40.22	144	43.24	147	45.40	168	~	~

<sup>1</sup> Represents graduates from the previous school year.

<sup>2</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years data are not presented.

~ = Unavailable Data

# *Part 2. School Characteristics*

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Faculty with a Master's Degree or Higher.....	2-7
Class Size Characteristics .....	2-9

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**Table 1**  
*Schools in Bossier Parish*

		<b>1992-93</b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>
<b>008001</b>	<b>Airline High School</b>						
	Grade Structure	9-12,S	9-12,S	9-12	9-12	9-12	9-12
	October 1 Membership	1,143	1,108	1,118	1,188	1,261	1,312
	Number of Faculty	82	78	85	84	84	83
	Category	~	High	High	High	High	High
<b>008002</b>	<b>Apollo Elementary School</b>						
	Grade Structure	K-6,S	P,K-5,S	K-5	K-5	K-5	K-5
	October 1 Membership	808	778	774	766	819	830
	Number of Faculty	44	46	46	45	48	48
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>008003</b>	<b>Bellaire Elementary School</b>						
	Grade Structure	K-4,S	P,K-4,S	K-4	K-4	K-4	K-3
	October 1 Membership	601	575	572	545	566	421
	Number of Faculty	36	34	34	34	33	28
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>008005</b>	<b>Benton Elementary School</b>						
	Grade Structure	P,K-6,S	P,K-6,S	P,K-6	K-6	K-6	K-6
	October 1 Membership	935	953	989	997	956	1,005
	Number of Faculty	59	58	58	59	61	58
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>008006</b>	<b>Benton Middle/Senior High School</b>						
	Grade Structure	7-12,S	7-12,S	7-12	7-12	7-12	7-12
	October 1 Membership	699	728	738	799	839	850
	Number of Faculty	47	49	50	55	53	52
	Category	~	High	High	High	High	High
<b>008007</b>	<b>Bossier Elementary School</b>						
	Grade Structure	P,K-3,S	P,K-3,S	P,K-3	K-3	K-3	K-3
	October 1 Membership	376	413	392	313	293	299
	Number of Faculty	29	32	36	33	31	27
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>008009</b>	<b>Bossier High School</b>						
	Grade Structure	9-12,S	9-12,S	9-12	9-12	9-12	9-12
	October 1 Membership	650	731	668	783	808	832
	Number of Faculty	63	59	57	60	63	54
	Category	~	High	High	High	High	High

~ = Unavailable Data      S = Special Education      P = Pre-kindergarten      NG = Nongraded

**Table 1**  
*Schools in Bossier Parish*

		<b>1992-93</b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>
<b>008011</b>	<b>Butler Elementary School</b>						
	Grade Structure	4-6	4-6,S	4-6	4-6	4-6	4-6
	October 1 Membership	178	194	204	198	178	183
	Number of Faculty	16	19	19	20	19	17
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>008012</b>	<b>Central Park Elementary School</b>						
	Grade Structure	K-5,S	P,K-5,S	P,K-5	K-5	K-5	K-5
	October 1 Membership	566	490	468	420	403	419
	Number of Faculty	37	35	36	35	35	33
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>008013</b>	<b>Cope Middle School</b>						
	Grade Structure	6-8	6-8,S	6-8	6-8	6-8	6-8
	October 1 Membership	459	484	476	505	549	573
	Number of Faculty	32	32	32	33	35	34
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
<b>008014</b>	<b>Curtis Elementary School</b>						
	Grade Structure	4-6,S	4-6,S	4-6	4-6	4-6	4-5
	October 1 Membership	695	676	685	736	749	563
	Number of Faculty	36	35	37	41	40	29
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>008015</b>	<b>Elm Grove Middle School</b>						
	Grade Structure	7-8,S	7-8	7-8	7-8	7-8	6-8
	October 1 Membership	550	522	534	533	524	842
	Number of Faculty	32	31	32	32	33	44
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
<b>008016</b>	<b>Greenacres Middle School</b>						
	Grade Structure	6-8,S	6-8,S	6-8	6-8	6-8	6-8
	October 1 Membership	593	585	601	619	651	651
	Number of Faculty	42	40	41	46	48	40
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
<b>008017</b>	<b>Houghton High School</b>						
	Grade Structure	9-12,S	9-12,S	9-12	9-12	9-12	9-12
	October 1 Membership	876	887	884	961	1,021	1,015
	Number of Faculty	61	62	64	58	63	62
	Category	~	High	High	High	High	High

~ = Unavailable Data      S = Special Education      P = Pre-kindergarten      NG = Nongraded



**Table 1**  
*Schools in Bossier Parish*

		<b>1992-93</b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>
<b>008018</b>	<b>Kerr, R.V., Elementary School</b>						
	Grade Structure	K-5,S	P,K-5,S	K-5	K-5	K-5	K-5
	October 1 Membership	523	593	601	553	562	554
	Number of Faculty	33	39	37	38	39	36
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>008019</b>	<b>Meadowview Elementary School</b>						
	Grade Structure	P,K-5,S	P,K-5,S	P,K-5	K-5	K-5	K-5
	October 1 Membership	443	633	590	578	581	558
	Number of Faculty	40	45	44	46	45	43
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>008020</b>	<b>Parkway High School</b>						
	Grade Structure	9-12,S	9-12,S	9-12	9-12	9-12	9-12
	October 1 Membership	948	953	970	1,019	1,039	1,024
	Number of Faculty	65	62	67	66	70	61
	Category	~	High	High	High	High	High
<b>008021</b>	<b>Plain Dealing Elementary School</b>						
	Grade Structure	P,K-6,S	P,K-6,S	P,K-6	K-6	K-6	K-6
	October 1 Membership	508	524	527	470	494	439
	Number of Faculty	38	39	40	40	39	34
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>008022</b>	<b>Plain Dealing Middle/Senior High School</b>						
	Grade Structure	7-12,S	7-12,S	7-12	7-12	7-12	7-12
	October 1 Membership	372	347	320	312	307	303
	Number of Faculty	33	30	28	29	30	27
	Category	~	High	High	High	High	High
<b>008023</b>	<b>Plantation Park Elementary School</b>						
	Grade Structure	P,K-5,S	P,K-5,S	P,K-5	K-5	K-5	K-5
	October 1 Membership	582	599	602	557	546	497
	Number of Faculty	44	40	42	45	44	39
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>008024</b>	<b>Platt Elementary School</b>						
	Grade Structure	3-5,S	3-5,S	3-5	3-5	3-5	3-5
	October 1 Membership	843	818	902	908	845	838
	Number of Faculty	49	51	54	54	51	47
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data      S = Special Education      P = Pre-kindergarten      NG = Nongraded

**Table 1**  
*Schools in Bossier Parish*

		<b>1992-93</b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>
<b>008025</b>	<b>Princeton Middle School</b>						
	Grade Structure	6-8,S	6-8,S	6-8	6-8	6-8	6-8
	October 1 Membership	788	833	823	855	894	880
	Number of Faculty	46	48	51	50	54	50
<b>008027</b>	<b>Rodes, T.L., Elementary School</b>	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
	Grade Structure	K-2,S	P,K-2,S	K-2	K-2	K-2	K-2
	October 1 Membership	912	873	896	912	912	917
	Number of Faculty	55	57	58	58	59	59
<b>008028</b>	<b>Rusheon Middle School</b>	~	Elementary	Elementary	Elementary	Elementary	Elementary
	Grade Structure	6-8,S	6-8,S	6-8	6-8	6-8	6-8
	October 1 Membership	696	846	888	872	850	825
	Number of Faculty	43	53	56	55	54	53
<b>008029</b>	<b>Sun City Elementary School</b>	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
	Grade Structure	K-3,S	P,K-3,S	K-3	K-3	K-3	K-3
	October 1 Membership	709	674	671	626	662	639
	Number of Faculty	43	43	43	42	42	38
<b>008030</b>	<b>Waller Elementary School</b>	~	Elementary	Elementary	Elementary	Elementary	Elementary
	Grade Structure	P,K-5,S	P,K-5,S	P,K-5	K-5	K-5	K-5
	October 1 Membership	638	716	710	674	626	642
	Number of Faculty	41	45	47	49	46	44
<b>008033</b>	<b>Stockwell Place Elementary School</b>	~	Elementary	Elementary	Elementary	Elementary	Elementary
	Grade Structure	K-5,S	P,K-5	K-5	K-5	K-5	K-5
	October 1 Membership	614	466	503	509	574	586
	Number of Faculty	37	31	31	35	38	37
<b>008035</b>	<b>Bossier Achievement Center</b>	~	Elementary	Elementary	Elementary	Elementary	Elementary
	Grade Structure	7-12	7-12	7-12	7-12	7-12	7-12
	October 1 Membership	146	136	148	158	155	153
	Number of Faculty	13	13	15	12	12	11
	Category	~	High	High	High	High	High

~ = Unavailable Data      S = Special Education      P = Pre-kindergarten      NG = Nongraded

**Table 1**  
*Schools in Bossier Parish*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
008037	<b>Bossier Parish Alternative School</b>						
	Grade Structure	~	~	~	7-12,NG	7-12	7-12
	October 1 Membership	~	~	~	12	28	34
	Number of Faculty	~	~	~	8	11	12
District	Category	~	~	~	High	High	High
	October 1 Membership	17,851	18,135	18,254	18,393	18,692	18,684
	Number of Faculty	1,117	1,131	1,154	1,171	1,192	1,200

~ = Unavailable Data      S = Special Education      P = Pre-kindergarten      NG = Nongraded



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## Faculty with a Master's Degree or Higher

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Perhaps the most vital educational resource available to students is the school faculty. One indicator of faculty preparation is the level of academic training the staff has completed.

### Organization

Table 2, Faculty with a Master's Degree or Higher, presents the number and percent of faculty attaining a master's degree or higher. Data are presented for all faculty members in all schools in the districts that receive a *School Report Card*. Schools are presented in site code order. District and state totals are presented for comparison purposes.

### Data Presentation: *School Report Card*

The *School Report Card* displays the percent of faculty with a master's degree or higher.

### Definition

- *Faculty*—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals,

assistant principals, guidance counselors, librarians, and other instructional staff (provided these individuals teach at least one class.)

### Method of Calculation

The formula used to compute the percentage of faculty who have a master's degree or higher is presented below. Itinerant staff members who are employed at multiple school sites are counted at each school in which they teach, but are counted only once in district and state percentages.

### Data Sources

*Site-based personnel*— district-reported data submitted to the LDE via the Profile of Educational Personnel (PEP).

*Faculty degree status*— district-reported data submitted to the LDE via the Profile of Educational Personnel (PEP).

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### Formula Used to Calculate Percent of Faculty with a Master's Degree or Higher

$$\begin{array}{l} \text{Percent of Faculty} \\ \text{with a Master's Degree} \\ \text{or Higher} \end{array} = \frac{\text{Number of Faculty with a Master's Degree or Higher}}{\text{Total Number of Faculty at All Education Levels}} \times 100$$

**Table 2**  
*Faculty with a Master's Degree or Higher*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
008001	Airline High School	57.50	46	58.67	44	54.88	45	51.85	42	48.15	39	45.78	38
008002	Apollo Elementary School	76.74	33	68.89	31	66.67	30	65.91	29	68.09	32	64.58	31
008003	Bellaire Elementary School	47.22	17	50.00	17	55.88	19	55.88	19	45.45	15	42.86	12
008005	Benton Elementary School	30.51	18	26.32	15	26.32	15	25.86	15	26.67	16	20.69	12
008006	Benton Middle/Senior High School	65.96	31	61.22	30	62.00	31	57.69	30	64.00	32	48.08	25
008007	Bossier Elementary School	41.38	12	40.63	13	44.44	16	46.88	15	44.83	13	44.44	12
008009	Bossier High School	55.00	33	57.14	32	48.15	26	42.11	24	40.68	24	35.19	19
008011	Butler Elementary School	50.00	8	36.84	7	42.11	8	45.00	9	42.11	8	41.18	7
008012	Central Park Elementary School	35.14	13	34.29	12	52.78	19	42.86	15	42.86	15	33.33	11
008013	Cope Middle School	31.25	10	37.50	12	43.75	14	42.42	14	42.86	15	38.24	13
008014	Curtis Elementary School	36.11	13	42.86	15	48.65	18	56.10	23	45.00	18	51.72	15
008015	Elm Grove Middle School	46.88	15	45.16	14	46.88	15	46.88	15	36.36	12	27.27	12
008016	Greenacres Middle School	47.62	20	57.50	23	60.98	25	54.35	25	50.00	24	52.50	21
008017	Haughton High School	51.72	30	50.85	30	50.82	31	43.64	24	36.67	22	27.42	17
008018	Kerr, R.V., Elementary School	51.52	17	43.59	17	48.65	18	31.58	12	35.90	14	27.78	10
008019	Meadowview Elementary School	41.03	16	40.00	18	43.18	19	45.65	21	44.44	20	37.21	16
008020	Parkway High School	70.31	45	67.21	41	59.09	39	57.81	37	59.70	40	55.74	34
008021	Plain Dealing Elementary School	26.32	10	28.21	11	22.50	9	32.50	13	35.90	14	38.24	13
008022	Plain Dealing Middle/Senior High School	39.39	13	36.67	11	42.86	12	44.83	13	44.83	13	40.74	11
008023	Plantation Park Elementary School	36.36	16	45.00	18	38.10	16	31.11	14	27.27	12	35.90	14
008024	Platt Elementary School	51.02	25	54.90	28	57.41	31	48.15	26	43.14	22	42.55	20
008025	Princeton Middle School	41.30	19	45.83	22	47.06	24	42.00	21	38.89	21	34.00	17
008027	Rodes, T.L., Elementary School	49.09	27	50.88	29	48.28	28	48.28	28	45.76	27	44.07	26
008028	Rusheon Middle School	48.84	21	49.06	26	46.43	26	49.09	27	42.59	23	47.17	25
008029	Sun City Elementary School	37.21	16	48.84	21	53.49	23	52.38	22	47.62	20	50.00	19
008030	Waller Elementary School	46.34	19	44.44	20	42.55	20	42.55	20	41.86	18	43.18	19
008033	Stockwell Place Elementary School	56.76	21	64.52	20	64.52	20	60.00	21	65.79	25	54.05	20
008035	Bossier Achievement Center	66.67	8	58.33	7	64.29	9	58.33	7	58.33	7	54.55	6
008037	Bossier Parish Alternative School	~	~	~	~	~	~	62.50	5	54.55	6	66.67	8
<b>District</b>		47.78	528	48.84	546	48.03	548	45.66	526	43.75	511	41.92	503
<b>State</b>		43.62	21,927	43.57	22,111	42.53	21,844	42.20	21,854	41.55	21,556	39.83	20,938

~ = Unavailable Data

Small classes generally allow more time for pupil-teacher interaction and therefore are instrumental in promoting student learning, especially at the lower elementary grades. In recognition of that fact, the Board of Elementary and Secondary Education has set specific limits on the maximum size of classes at various grade levels (*Bulletin 741*). The maximum enrollment in grades K-3 is 26 students, while in grades 4-12 the maximum enrollment is 33 students. The limits do not apply to activity classes such as physical education, chorus, and band.

### Organization

Tables 3a, 3b, 3c, and 3d (Class Size Characteristics for Elementary, Middle/Junior High, High, and Combination Schools, respectively) present the number and percentage of classes that fall within various class size ranges. Data are presented for all schools in the district that receive a *School Report Card*, with schools presented by category and in site code order. District and state percentages are presented for comparison of all schools. Since 1993-94, district and state percentages based on school category also have been provided.

The *District Composite Report* presents class size information for grades K-12 in three ranges: 1-20, 21-26, and 27 or more students.

### Data Presentation: *School Report Card*

The *1997-98 School Report Card* provides 1997-98 class size information for grades K-12 by three ranges: 1-20, 21-26, and 27+. Category percentages are provided for comparison purposes.

### Definition

- *Class*—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for the purposes of the *Annual School Report* (ASR) and identifiable by a specific ASR course code.

### Method of Calculation

The following criterion was applied to *Annual School Report* (ASR) data to determine which classes should be included/excluded from the class size calculations:

- Activity classes (which have a maximum allowable student count greater than 33) are excluded because their inclusion in the computation would skew the results.

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### Formulas Used to Calculate Percent of Classes in Each of the Specific Class Size Ranges

$$\frac{\text{Percent of Classes in Specific Class Size Range}}{\text{Percent of Classes in Specific Class Size Range}} = \frac{\text{Number of Classes in Specific Class Size Range}}{\text{Total Number of Classes}} \times 100^*$$

\*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Classes in Elementary Schools in Specific Class Size Range = (Number of Classes in Elementary Schools in Specific Class Size Range / Total Number of Classes in Elementary Schools) X 100.

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## Data Source

District-reported data from the *Annual School Report* (ASR).

### References

Franklin, B.J. and Glascock, C.H. (1994, November). School configuration: Which configuration is best? Paper presented at the annual meeting of the Mid-South Educational Research Association, Nashville, Tenn.

Louisiana Department of Education, *Louisiana Handbook for School Administrators* (Bulletin 741), Baton Rouge, La.

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*LDE researchers have explored the relationship between school configuration and Report Card indicators related to student participation and testing. Middle school students perform significantly lower in grades 6 and 7 for all indicators than grades 6 and 7 students in elementary or combination (K-12) schools (Franklin and Glascock, 1994).*

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**Table 3a: Class Size Characteristics**  
*Elementary Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>008002</b>	<b>Apollo Elementary School</b>												
	Class Size Range 1 - 20	16.03	21	24.44	33	24.78	28	26.15	34	15.58	24	19.08	29
	Class Size Range 21 - 26	81.68	107	55.56	75	61.95	70	56.92	74	68.18	105	61.84	94
	Class Size Range 27 or more	2.29	3	20.00	27	13.27	15	16.92	22	16.23	25	19.08	29
<b>008003</b>	<b>Bellaire Elementary School</b>												
	Class Size Range 1 - 20	14.81	4	20.00	5	23.53	8	41.38	12	17.86	5	41.38	12
	Class Size Range 21 - 26	70.37	19	80.00	20	70.59	24	48.28	14	75.00	21	58.62	17
	Class Size Range 27 or more	14.81	4	0.00	0	5.88	2	10.34	3	7.14	2	0.00	0
<b>008005</b>	<b>Benton Elementary School</b>												
	Class Size Range 1 - 20	50.00	21	30.61	15	16.67	12	33.90	20	22.81	13	25.00	15
	Class Size Range 21 - 26	50.00	21	69.39	34	79.17	57	47.46	28	66.67	38	33.33	20
	Class Size Range 27 or more	0.00	0	0.00	0	4.17	3	18.64	11	10.53	6	41.67	25
<b>008007</b>	<b>Bossier Elementary School</b>												
	Class Size Range 1 - 20	62.50	10	83.33	15	94.44	17	100.00	17	78.57	11	78.57	11
	Class Size Range 21 - 26	37.50	6	16.67	3	5.56	1	0.00	0	21.43	3	21.43	3
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>008011</b>	<b>Butler Elementary School</b>												
	Class Size Range 1 - 20	46.67	7	33.33	3	44.44	4	15.38	4	37.50	3	28.57	2
	Class Size Range 21 - 26	53.33	8	66.67	6	11.11	1	19.23	5	62.50	5	71.43	5
	Class Size Range 27 or more	0.00	0	0.00	0	44.44	4	65.38	17	0.00	0	0.00	0
<b>008012</b>	<b>Central Park Elementary School</b>												
	Class Size Range 1 - 20	10.77	7	50.00	11	54.84	17	32.14	9	20.69	6	40.00	8
	Class Size Range 21 - 26	89.23	58	36.36	8	29.03	9	64.29	18	41.38	12	60.00	12
	Class Size Range 27 or more	0.00	0	13.64	3	16.13	5	3.57	1	37.93	11	0.00	0
<b>008014</b>	<b>Curtis Elementary School</b>												
	Class Size Range 1 - 20	3.77	4	0.00	0	5.71	6	3.09	5	3.38	5	6.20	8
	Class Size Range 21 - 26	33.96	36	40.00	40	39.05	41	36.42	59	4.05	6	0.78	1
	Class Size Range 27 or more	62.26	66	60.00	60	55.24	58	60.49	98	92.57	137	93.02	120
<b>008018</b>	<b>Kerr, R.V., Elementary School</b>												
	Class Size Range 1 - 20	19.05	4	53.57	15	18.52	5	42.86	12	25.93	7	34.62	9
	Class Size Range 21 - 26	71.43	15	35.71	10	70.37	19	53.57	15	66.67	18	65.38	17
	Class Size Range 27 or more	9.52	2	10.71	3	11.11	3	3.57	1	7.41	2	0.00	0
<b>008019</b>	<b>Meadowview Elementary School</b>												
	Class Size Range 1 - 20	43.48	10	59.26	16	60.71	17	58.06	18	37.93	11	72.41	21
	Class Size Range 21 - 26	56.52	13	40.74	11	28.57	8	41.94	13	51.72	15	24.14	7
	Class Size Range 27 or more	0.00	0	0.00	0	10.71	3	0.00	0	10.34	3	3.45	1

~ = Unavailable Data

**Table 3a: Class Size Characteristics**  
*Elementary Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>008021</b>	<b>Plain Dealing Elementary School</b>												
	Class Size Range 1 - 20	44.83	13	90.00	36	79.49	31	71.11	32	48.84	21	72.22	26
	Class Size Range 21 - 26	51.72	15	10.00	4	20.51	8	28.89	13	48.84	21	22.22	8
	Class Size Range 27 or more	3.45	1	0.00	0	0.00	0	0.00	0	2.33	1	5.56	2
<b>008023</b>	<b>Plantation Park Elementary School</b>												
	Class Size Range 1 - 20	39.29	11	22.22	6	23.08	6	50.00	13	23.08	6	62.96	17
	Class Size Range 21 - 26	60.71	17	74.07	20	69.23	18	50.00	13	69.23	18	33.33	9
	Class Size Range 27 or more	0.00	0	3.70	1	7.69	2	0.00	0	7.69	2	3.70	1
<b>008024</b>	<b>Platt Elementary School</b>												
	Class Size Range 1 - 20	0.00	0	10.26	4	15.91	7	6.98	3	7.32	3	7.50	3
	Class Size Range 21 - 26	97.50	39	69.23	27	61.36	27	88.37	38	65.85	27	65.00	26
	Class Size Range 27 or more	2.50	1	20.51	8	22.73	10	4.65	2	26.83	11	27.50	11
<b>008027</b>	<b>Rodes, T.L., Elementary School</b>												
	Class Size Range 1 - 20	31.11	14	12.82	5	26.83	11	29.55	13	11.90	5	18.60	8
	Class Size Range 21 - 26	68.89	31	87.18	34	73.17	30	70.45	31	88.10	37	81.40	35
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>008029</b>	<b>Sun City Elementary School</b>												
	Class Size Range 1 - 20	41.94	13	46.34	19	34.55	19	40.38	21	9.52	4	22.58	7
	Class Size Range 21 - 26	58.06	18	53.66	22	65.45	36	59.62	31	90.48	38	77.42	24
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>008030</b>	<b>Waller Elementary School</b>												
	Class Size Range 1 - 20	32.00	8	41.94	13	41.94	13	15.94	11	39.74	31	16.44	12
	Class Size Range 21 - 26	68.00	17	58.06	18	58.06	18	55.07	38	41.03	32	83.56	61
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	28.99	20	19.23	15	0.00	0
<b>008033</b>	<b>Stockwell Place Elementary School</b>												
	Class Size Range 1 - 20	26.79	15	27.27	12	23.91	11	29.27	12	26.19	11	30.95	13
	Class Size Range 21 - 26	58.93	33	34.09	15	41.30	19	46.34	19	66.67	28	40.48	17
	Class Size Range 27 or more	14.29	8	38.64	17	34.78	16	24.39	10	7.14	3	28.57	12

~ = Unavailable Data

**Table 3a: Class Size Characteristics**  
*Elementary Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>District (Elementary Schools)</b>													
	Class Size Range 1 - 20	~	~	30.86	208	29.49	212	28.43	236	20.54	166	26.52	201
	Class Size Range 21 - 26	~	~	51.48	347	53.69	386	49.28	409	52.48	424	46.97	356
	Class Size Range 27 or more	~	~	17.66	119	16.83	121	22.29	185	26.98	218	26.52	201
<b>District (All Schools)</b>													
	Class Size Range 1 - 20	24.18	596	25.30	623	26.35	680	27.20	745	24.94	703	29.22	899
	Class Size Range 21 - 26	45.23	1,115	37.61	926	44.05	1,137	42.64	1,168	42.50	1,198	40.85	1,257
	Class Size Range 27 or more	30.59	754	37.08	913	29.60	764	30.16	826	32.56	918	29.93	921
<b>State (Elementary Schools)</b>													
	Class Size Range 1 - 20	~	~	29.86	9,170	30.32	9,287	32.15	9,840	31.58	9,687	34.34	11,090
	Class Size Range 21 - 26	~	~	51.31	15,758	50.85	15,577	50.68	15,510	53.06	16,277	51.25	16,553
	Class Size Range 27 or more	~	~	18.83	5,783	18.83	5,768	17.17	5,255	15.37	4,714	14.41	4,654
<b>State (All Schools)</b>													
	Class Size Range 1 - 20	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192	34.44	40,803
	Class Size Range 21 - 26	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996	39.38	46,654
	Class Size Range 27 or more	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226	26.17	31,003

~ = Unavailable Data

**Table 3b: Class Size Characteristics**  
*Middle/Jr. High Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>008013</b>	<b>Cope Middle School</b>												
	Class Size Range 1 - 20	24.77	27	6.93	7	25.47	27	11.54	12	11.86	14	19.70	26
	Class Size Range 21 - 26	54.13	59	41.58	42	54.72	58	58.65	61	42.37	50	56.06	74
	Class Size Range 27 or more	21.10	23	51.49	52	19.81	21	29.81	31	45.76	54	24.24	32
<b>008015</b>	<b>Elm Grove Middle School</b>												
	Class Size Range 1 - 20	10.43	12	8.62	10	9.32	11	7.63	9	12.50	15	4.68	8
	Class Size Range 21 - 26	37.39	43	31.03	36	31.36	37	50.85	60	51.67	62	38.60	66
	Class Size Range 27 or more	52.17	60	60.34	70	59.32	70	41.53	49	35.83	43	56.73	97
<b>008016</b>	<b>Greenacres Middle School</b>												
	Class Size Range 1 - 20	10.32	13	14.62	19	18.84	26	21.13	30	17.65	27	26.45	41
	Class Size Range 21 - 26	48.41	61	43.08	56	47.83	66	46.48	66	54.25	83	48.39	75
	Class Size Range 27 or more	41.27	52	42.31	55	33.33	46	32.39	46	28.10	43	25.16	39
<b>008025</b>	<b>Princeton Middle School</b>												
	Class Size Range 1 - 20	10.11	18	14.84	27	10.38	19	18.62	35	10.10	20	10.42	20
	Class Size Range 21 - 26	52.25	93	30.22	55	40.44	74	34.57	65	42.42	84	53.65	103
	Class Size Range 27 or more	37.64	67	54.95	100	49.18	90	46.81	88	47.47	94	35.94	69
<b>008028</b>	<b>Rusheon Middle School</b>												
	Class Size Range 1 - 20	20.92	32	13.26	24	10.45	21	16.92	34	23.56	45	22.05	43
	Class Size Range 21 - 26	22.88	35	37.02	67	53.23	107	59.70	120	39.79	76	53.85	105
	Class Size Range 27 or more	56.21	86	49.72	90	36.32	73	23.38	47	36.65	70	24.10	47

~ = Unavailable Data

**Table 3b: Class Size Characteristics**  
*Middle/Jr. High Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>District (Middle/Jr. High Schools)</b>													
	Class Size Range 1 - 20	~	~	12.25	87	13.94	104	16.60	126	15.51	121	16.33	138
	Class Size Range 21 - 26	~	~	36.06	256	45.84	342	49.01	372	45.51	355	50.06	423
	Class Size Range 27 or more	~	~	51.69	367	40.21	300	34.39	261	38.97	304	33.61	284
<b>District (All Schools)</b>													
	Class Size Range 1 - 20	24.18	596	25.30	623	26.35	680	27.20	745	24.94	703	29.22	899
	Class Size Range 21 - 26	45.23	1,115	37.61	926	44.05	1,137	42.64	1,168	42.50	1,198	40.85	1,257
	Class Size Range 27 or more	30.59	754	37.08	913	29.60	764	30.16	826	32.56	918	29.93	921
<b>State (Middle/Jr. High Schools)</b>													
	Class Size Range 1 - 20	~	~	21.06	6,253	23.16	6,785	23.22	6,682	24.50	7,050	27.45	8,168
	Class Size Range 21 - 26	~	~	38.07	11,300	39.15	11,471	40.39	11,625	40.85	11,756	39.66	11,802
	Class Size Range 27 or more	~	~	40.87	12,133	37.69	11,045	36.40	10,476	34.66	9,975	32.90	9,791
<b>State (All Schools)</b>													
	Class Size Range 1 - 20	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192	34.44	40,803
	Class Size Range 21 - 26	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996	39.38	46,654
	Class Size Range 27 or more	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226	26.17	31,003

~ = Unavailable Data

**Table 3c: Class Size Characteristics**  
*High Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>008001</b>	<b>Airline High School</b>												
	Class Size Range 1 - 20	20.68	49	21.37	50	17.84	43	14.04	33	14.86	37	24.67	94
	Class Size Range 21 - 26	40.08	95	42.31	99	47.72	115	51.06	120	41.77	104	33.33	127
	Class Size Range 27 or more	39.24	93	36.32	85	34.44	83	34.89	82	43.37	108	41.99	160
<b>008006</b>	<b>Benton Middle/Senior High School</b>												
	Class Size Range 1 - 20	25.00	36	22.73	35	31.71	52	33.15	60	28.80	53	38.46	80
	Class Size Range 21 - 26	38.19	55	27.27	42	40.85	67	29.28	53	44.57	82	37.50	78
	Class Size Range 27 or more	36.81	53	50.00	77	27.44	45	37.57	68	26.63	49	24.04	50
<b>008009</b>	<b>Bossier High School</b>												
	Class Size Range 1 - 20	42.50	68	32.52	53	37.13	62	36.84	63	35.48	66	32.00	64
	Class Size Range 21 - 26	33.75	54	30.06	49	31.14	52	33.33	57	38.17	71	42.00	84
	Class Size Range 27 or more	23.75	38	37.42	61	31.74	53	29.82	51	26.34	49	26.00	52
<b>008017</b>	<b>Haughton High School</b>												
	Class Size Range 1 - 20	26.77	53	24.87	47	24.62	48	21.11	42	22.12	46	28.33	66
	Class Size Range 21 - 26	34.34	68	25.93	49	33.33	65	38.69	77	33.17	69	41.20	96
	Class Size Range 27 or more	38.89	77	49.21	93	42.05	82	40.20	80	44.71	93	30.47	71
<b>008020</b>	<b>Parkway High School</b>												
	Class Size Range 1 - 20	25.96	54	25.87	52	28.97	62	27.88	58	32.74	74	38.62	95
	Class Size Range 21 - 26	28.37	59	25.87	52	34.58	74	27.88	58	30.09	68	26.83	66
	Class Size Range 27 or more	45.67	95	48.26	97	36.45	78	44.23	92	37.17	84	34.55	85
<b>008022</b>	<b>Plain Dealing Middle/Senior High School</b>												
	Class Size Range 1 - 20	43.33	39	52.81	47	63.95	55	73.81	62	61.36	54	59.60	59
	Class Size Range 21 - 26	40.00	36	33.71	30	33.72	29	17.86	15	26.14	23	22.22	22
	Class Size Range 27 or more	16.67	15	13.48	12	2.33	2	8.33	7	12.50	11	18.18	18
<b>008035</b>	<b>Bossier Achievement Center</b>												
	Class Size Range 1 - 20	70.21	33	91.67	44	85.71	42	85.11	40	91.49	43	92.19	59
	Class Size Range 21 - 26	8.51	4	4.17	2	14.29	7	14.89	7	4.26	2	7.81	5
	Class Size Range 27 or more	21.28	10	4.17	2	0.00	0	0.00	0	4.26	2	0.00	0
<b>008037</b>	<b>Bossier Parish Alternative School</b>												
	Class Size Range 1 - 20	~	~	~	~	~	~	100.00	25	100.00	43	100.00	43
	Class Size Range 21 - 26	~	~	~	~	~	~	0.00	0	0.00	0	0.00	0
	Class Size Range 27 or more	~	~	~	~	~	~	0.00	0	0.00	0	0.00	0

~ = Unavailable Data

**Table 3c: Class Size Characteristics**  
*High Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>District (High Schools)</b>													
	Class Size Range 1 - 20	~	~	30.43	328	32.62	364	33.30	383	33.79	416	37.99	560
	Class Size Range 21 - 26	~	~	29.96	323	36.65	409	33.65	387	34.04	419	32.43	478
	Class Size Range 27 or more	~	~	39.61	427	30.73	343	33.04	380	32.17	396	29.58	436
<b>District (All Schools)</b>													
	Class Size Range 1 - 20	24.18	596	25.30	623	26.35	680	27.20	745	24.94	703	29.22	899
	Class Size Range 21 - 26	45.23	1,115	37.61	926	44.05	1,137	42.64	1,168	42.50	1,198	40.85	1,257
	Class Size Range 27 or more	30.59	754	37.08	913	29.60	764	30.16	826	32.56	918	29.93	921
<b>State (High Schools)</b>													
	Class Size Range 1 - 20	~	~	32.15	14,261	32.55	14,610	33.61	15,285	33.77	15,900	34.96	17,104
	Class Size Range 21 - 26	~	~	33.40	14,813	34.49	15,478	33.61	15,285	33.15	15,607	32.95	16,121
	Class Size Range 27 or more	~	~	34.45	15,277	32.96	14,792	32.79	14,911	33.08	15,576	32.10	15,704
<b>State (All Schools)</b>													
	Class Size Range 1 - 20	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192	34.44	40,803
	Class Size Range 21 - 26	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996	39.38	46,654
	Class Size Range 27 or more	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226	26.17	31,003

~ = Unavailable Data





# *Part 3. Student Participation*

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Student Attendance .....	3-1
Student Dropouts .....	3-7
Students Suspended and Expelled .....	3-13

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More than a decade ago, American schools were challenged by *A Nation at Risk* to do whatever necessary to reduce the amount of instructional time lost to absenteeism (Bennett, 1988). As educators have long recognized, occasional absences cause some learning disruption, but frequent student absences can severely reduce academic progress (Bamber, 1979).

The percent of student attendance reflects the percentage of time the average student is present within the total number of instructional days. Since 1993-94, attendance has been calculated to the nearest half day.

*Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96, 1996-97, and 1997-98 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.*

### Organization

Tables 4a, 4b, 4c, and 4d, Student Attendance, present the percent of student attendance for each school in the district receiving a *School Report Card*. District and state percentages are presented for comparison of all schools. Schools are presented by category and in site code order. Since 1993-94, district and state percentages based on school category have been provided for comparison purposes.

### Data Presentation: *School Report Card*

The 1997-98 *School Report Card* presents the percent of student attendance for the school, district, and state, based on the school category.

*Of all the School Report Card indicators studied, student attendance yields the strongest positive relationship with average test scores. This is especially evident in secondary schools with higher attendance. These schools show a marked increase in the percentage of students passing the Graduation Exit Exam (Franklin and Crone, 1993).*

### Definitions

- *Aggregate days attendance*—the total number of days that students are *present* at the school site over the course of the school year.
- *Aggregate days membership*—the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.
- *Day of attendance*—effective with the 1992-93 school year, “a student is considered to be in attendance when he or she 1) is physically present at a school site or is participating in an authorized school activity and 2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, or participating in school-authorized field trips.”

“Students who meet the above criteria and are present at the school site for 26-50 percent of the student’s instructional day shall be credited with a half day of attendance. Those who meet the above criteria and are present for at least 51% of the student’s instructional day are credited with a whole day of attendance. Students who are not physically present or who are participating for 25 percent or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department.” (*Bulletin 741*)

As mentioned previously, the above definition was piloted for the 1992-93 school year and has been in effect statewide since the 1993-94 school year.

- *Percent of student attendance*—the ratio of aggregate days student attendance to aggregate days membership.

### Method of Calculation

The formulas used in calculating percent of student attendance are presented on the following page.

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## Data Sources

The attendance indicator is based on district-reported data submitted to the LDE via the Student Information System (SIS).

## References

- Bamber, C. (1979). Student and teacher absenteeism. *Phi Delta Kappa Fastback*. 126, 12.
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- Franklin, B. J. and Crone, L. J. (1993). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.
- Louisiana Department of Education. *Handbook for Louisiana School Administrators (Bulletin 741)*. Baton Rouge, La.: Author.
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## Formulas Used to Calculate Percent of Student Attendance

### School-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Aggregate Days of Attendance}}{\text{Aggregate Days of Membership}} \times 100$$

### District-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Total Aggregate Days of Attendance for All Schools in the District}}{\text{Total Aggregate Days of Membership for All Schools in the District}} \times 100^*$$

### State-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Total Aggregate Days of Attendance for All Schools in the State}}{\text{Total Aggregate Days of Membership for All Schools in the State}} \times 100^*$$

\*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Student Attendance in Elementary Schools = (Aggregate Days of Attendance for All Elementary Schools / Aggregate Days of Membership for All Elementary Schools) X 100.

**Table 4a: Percent of Student Attendance**  
*Elementary Schools*

	<b>1992-93<sup>1</sup></b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96<sup>2</sup></b>	<b>1996-97</b>	<b>1997-98</b>
008002 Apollo Elementary School	96.76	96.80	96.75	96.08	96.19	95.88
008003 Bellaire Elementary School	96.88	96.55	96.50	96.29	96.73	96.56
008005 Benton Elementary School	95.80	95.73	95.33	95.07	94.93	94.79
008007 Bossier Elementary School	95.08	92.72	93.11	93.46	93.16	94.03
008011 Butler Elementary School	94.81	95.69	94.86	93.37	95.68	93.08
008012 Central Park Elementary School	95.40	95.96	94.88	95.59	94.88	94.49
008014 Curtis Elementary School	96.39	96.82	96.52	96.65	96.97	96.64
008018 Kerr, R.V., Elementary School	96.59	94.99	95.13	95.09	95.05	95.16
008019 Meadowview Elementary School	95.35	96.93	95.61	98.23	95.54	96.47
008021 Plain Dealing Elementary School	94.83	94.56	94.68	94.67	95.24	94.54
008023 Plantation Park Elementary School	95.76	96.31	96.04	94.47	95.28	94.60
008024 Platt Elementary School	96.42	96.27	96.71	96.30	96.22	96.12
008027 Rodes, T.L., Elementary School	96.04	98.96	97.85	95.02	99.58	94.40
008029 Sun City Elementary School	96.22	96.53	95.88	95.69	95.79	95.89
008030 Waller Elementary School	96.54	96.42	96.06	95.46	95.04	94.99
008033 Stockwell Place Elementary School	96.44	97.00	96.73	96.38	96.03	96.50
<b>District (Elementary Schools)</b>	~	96.32	95.98	95.66	96.02	95.39
<b>District (All Schools)</b>	95.51	95.38	94.89	94.21	94.83	94.16
<b>State (Elementary Schools)</b>	~	95.01	95.21	95.01	95.20	95.01
<b>State (All Schools)</b>	~	93.55	93.64	93.36	93.70	93.40

<sup>1</sup> A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

<sup>2</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 4b: Percent of Student Attendance**  
*Middle/Jr. High Schools*

	<b>1992-93<sup>1</sup></b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96<sup>2</sup></b>	<b>1996-97</b>	<b>1997-98</b>
008013 Cope Middle School	95.30	94.87	94.79	94.64	99.38	94.29
008015 Elm Grove Middle School	94.94	95.27	94.73	94.84	94.22	94.56
008016 Greenacres Middle School	95.04	94.20	94.07	93.37	94.09	93.47
008025 Princeton Middle School	95.32	95.36	94.58	93.94	93.75	96.24
008028 Rusheon Middle School	93.58	94.13	93.14	93.28	94.31	93.77
<b>District (Middle/Jr. High Schools)</b>	~	94.75	94.16	93.93	94.93	94.57
<b>District (All Schools)</b>	95.51	95.38	94.89	94.21	94.83	94.16
<b>State (Middle/Jr. High Schools)</b>	~	92.84	92.72	92.56	93.14	92.69
<b>State (All Schools)</b>	~	93.55	93.64	93.36	93.70	93.40

<sup>1</sup> A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

<sup>2</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 4c: Percent of Student Attendance**  
*High Schools*

	<b>1992-93<sup>1</sup></b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96<sup>2</sup></b>	<b>1996-97</b>	<b>1997-98</b>
008001 Airline High School	94.35	92.75	94.06	91.96	92.58	91.93
008006 Benton Middle/Senior High School	95.13	94.80	94.13	93.06	92.89	93.16
008009 Bossier High School	95.08	93.93	94.75	91.92	91.78	90.50
008017 Haughton High School	95.15	94.29	93.79	92.86	93.30	92.27
008020 Parkway High School	95.90	94.68	94.14	91.68	93.25	92.89
008022 Plain Dealing Middle/Senior High School	93.41	90.54	88.89	88.88	90.40	93.03
008035 Bossier Achievement Center	89.37	1.00	73.80	79.37	88.90	78.08
008037 Bossier Parish Alternative School	~	~	~	86.60	96.30	87.25
<b>District (High Schools)</b>	~	93.93	93.16	91.64	92.59	91.77
<b>District (All Schools)</b>	95.51	95.38	94.89	94.21	94.83	94.16
<b>State (High Schools)</b>	~	90.97	91.02	90.62	91.06	90.75
<b>State (All Schools)</b>	~	93.55	93.64	93.36	93.70	93.40

<sup>1</sup> A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

<sup>2</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data



Students who drop out of school deprive our country of potentially valuable human resources (Hershaff, 1980). Research indicates that dropping out of school has negative consequences both for the individual who drops out and for society (Curry, Payson, and Sandhu, 1990).

Over the last 20 years, there has been a general increase in high school completion rates. Despite these gains, dropout rates remain at unacceptably high levels. The monitoring of high school dropout rates provides one measure of our progress in increasing the educational attainment of the state's youth. Unfortunately, determining the exact number of students who actually drop out of school is extremely difficult.

*According to LDE research, the percent of student dropouts has a strong negative correlation with test scores and attendance, and a positive correlation with school size. Thus, schools with low average test scores and low average attendance generally experience high dropout rates. Larger schools (those with enrollments of roughly 700 or more students) exhibit higher dropout rates than do smaller schools (Franklin and Crone, 1993).*

*Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96, 1996-97, and 1997-98 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.*

### Organization

Table 5, Student Dropouts, presents the number and percent of students (by grade level) who drop out of school for grades 7-12. Data are presented by school site code for all *Report Card* schools in the district whose grade structure includes grade seven or higher. District and state numbers and percents are offered for comparison purposes.

### Data Presentation: *School Report Card*

School-level counts and percents are reported (by grade) for grades 7-12. Also, district and state percents are presented.

### Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- 1. *Dropout*—the National Center for Education Statistics (NCES) defines a dropout in the following manner. A school dropout is an individual who was enrolled in school at some time during the previous year, was not enrolled at the beginning of the current school year, had not graduated from high school or completed an approved educational program, and did not meet any of the following exclusionary conditions:
  - Death;
  - Temporary absence due to suspension or illness; or
  - Transfer to another public school district, private school, or state- or district-approved education program.

For the purpose of this definition:

- A school year is the 12-month period of time beginning with the normal opening of school in the fall, with dropouts from the previous summer reported for the year and grade for which they fail to enroll;
- An individual has graduated from high school or completed an approved education program upon receipt of formal recognition from school authorities; and
- A state- or district-approved education program may include special education programs, home-based instruction, and school-sponsored GED preparation.



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## Method of Calculation

Louisiana's school- and district-level student dropout percents are calculated by dividing the total number of student dropouts in each grade for grades 7-12 by the cumulative enrollment for that grade. The formulas used to produce percent of student dropouts are presented at the bottom of this page.

## Data Sources

The dropout indicator is based on district-reported data submitted to the LDE via the Student Information System (SIS).

## References

- Curry, B. A., Payson, James and Sandhu, Daya S. (1990). Efficacy of a university designed dropout prevention program for at-risk adolescents of Louisiana. *Louisiana Education Research Journal*. XVI:1, 52.
- Franklin, B. J. and Crone, L. J. (1993, April). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.
- Hershaff, S. M. (1980). Dropouts: A comparison of their general feelings of alienation and attitudes toward school with those of persisters. *The Southern Journal of Educational Research*. XIV:4, 247.
- National Center for Education Statistics (1993). *Dropout rates in the United States: 1993*. U.S. Department of Education, Office of Educational Research and Improvement. Government Printing Office: Washington, DC.

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## Formulas Used to Calculate Percent of Student Dropouts (Grades 7-12)

### School-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Number of Student Dropouts (By Grade Level)}}{\text{Cumulative Enrollment (By Grade Level)}} \times 100$$

### District-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the District}}{\text{Cumulative Enrollment (By Grade Level) For All Schools in the District}} \times 100$$

### State-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the State}}{\text{Cumulative Enrollment (By Grade Level) For All Schools in the State}} \times 100$$

## Table 5: Student Dropouts

		<b>1992-93<sup>1</sup></b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>008001</b>	<b>Airline High School</b>												
	Grade 9	0.61	3	0.38	2	1.34	6	4.20	21	4.04	21	1.94	9
	Grade 10	0.00	0	0.00	0	2.36	9	2.83	10	3.81	15	2.64	12
	Grade 11	0.66	2	0.00	0	0.29	1	4.72	15	3.92	13	4.49	16
	Grade 12	0.74	2	0.00	0	0.35	1	3.68	10	2.17	6	4.39	13
<b>008006</b>	<b>Benton Middle/Senior High School</b>												
	Grade 7	0.56	1	1.27	2	0.00	0	0.00	0	0.53	1	0.00	0
	Grade 8	0.00	0	0.00	0	1.35	2	0.00	0	1.18	2	2.67	5
	Grade 9	0.00	0	0.00	0	3.68	7	4.49	8	1.27	2	3.93	7
	Grade 10	0.79	1	2.26	3	2.37	4	3.35	6	6.54	10	5.23	8
	Grade 11	0.00	0	1.57	2	5.43	7	6.62	9	2.27	4	0.79	1
	Grade 12	0.00	0	1.59	2	4.39	5	4.08	4	5.51	7	6.67	11
<b>008009</b>	<b>Bossier High School</b>												
	Grade 9	0.63	2	2.05	9	3.38	13	5.81	24	4.01	16	5.29	22
	Grade 10	0.92	2	0.41	1	0.67	2	5.53	14	5.07	14	6.74	19
	Grade 11	0.00	0	1.00	2	0.54	1	3.96	8	4.04	8	5.31	11
	Grade 12	2.10	3	0.00	0	1.14	2	5.33	8	6.74	13	2.99	5
<b>008013</b>	<b>Cope Middle School</b>												
	Grade 7	0.00	0	0.00	0	0.00	0	0.51	1	2.17	5	0.40	1
	Grade 8	0.00	0	0.00	0	0.00	0	1.46	3	0.54	1	0.47	1
<b>008015</b>	<b>Elm Grove Middle School</b>												
	Grade 7	0.00	0	0.00	0	0.00	0	0.68	2	0.61	2	0.61	2
	Grade 8	0.00	0	0.32	1	0.00	0	0.31	1	0.00	0	0.32	1
<b>008016</b>	<b>Greenacres Middle School</b>												
	Grade 7	0.00	0	0.00	0	0.00	0	1.45	4	0.35	1	0.00	0
	Grade 8	0.00	0	0.00	0	0.38	1	1.55	4	0.37	1	0.37	1
<b>008017</b>	<b>Haughton High School</b>												
	Grade 9	1.22	4	2.04	8	1.10	4	3.29	12	5.26	22	4.19	15
	Grade 10	0.37	1	0.69	2	1.22	4	5.52	16	3.53	10	3.24	11
	Grade 11	0.00	0	1.68	4	0.46	1	4.15	11	4.98	12	4.90	12
	Grade 12	0.00	0	1.24	3	0.88	2	7.61	15	5.63	13	5.99	13

<sup>1</sup> In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

<sup>2</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

## Table 5: Student Dropouts

		<b>1992-93<sup>1</sup></b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>008020</b>	<b>Parkway High School</b>												
	Grade 9	0.85	3	1.22	5	0.00	0	3.16	11	2.02	7	4.31	14
	Grade 10	1.61	5	0.30	1	0.27	1	2.85	9	2.57	8	4.33	14
	Grade 11	1.50	4	0.62	2	0.75	2	3.61	11	5.42	16	2.16	6
	Grade 12	0.81	2	0.00	0	0.40	1	0.96	2	2.43	6	2.82	7
<b>008022</b>	<b>Plain Dealing Middle/Senior High School</b>												
	Grade 7	0.00	0	0.00	0	3.57	2	0.00	0	1.32	1	0.00	0
	Grade 8	1.19	1	1.30	1	0.00	0	0.00	0	0.00	0	0.00	0
	Grade 9	4.00	3	9.09	10	3.81	4	4.17	4	7.35	5	2.99	2
	Grade 10	3.26	3	7.14	6	8.11	6	12.31	8	13.51	10	12.50	6
	Grade 11	3.51	2	0.00	0	8.06	5	8.89	4	12.00	6	17.02	8
	Grade 12	0.00	0	10.71	6	4.11	3	5.88	2	10.00	4	18.42	7
<b>008025</b>	<b>Princeton Middle School</b>												
	Grade 7	0.30	1	0.00	0	0.00	0	0.62	2	0.60	2	0.79	3
	Grade 8	0.32	1	0.00	0	0.00	0	1.42	5	0.63	2	0.92	3
<b>008028</b>	<b>Rusheon Middle School</b>												
	Grade 7	0.00	0	0.00	0	0.00	0	0.00	0	0.81	3	0.82	3
	Grade 8	0.34	1	0.00	0	0.00	0	2.63	9	0.81	3	1.25	4
<b>008035</b>	<b>Bossier Achievement Center</b>												
	Grade 7	0.00	0	4.55	1	4.35	1	0.00	0	8.33	1	7.14	1
	Grade 8	0.00	0	2.70	1	10.26	4	6.45	2	11.11	5	19.61	10
	Grade 9	0.00	0	11.84	9	9.09	7	38.33	23	39.22	20	31.37	16
	Grade 10	0.00	0	13.79	8	10.59	9	32.79	20	28.57	10	26.53	13
	Grade 11	0.00	0	16.95	10	10.42	5	29.17	14	24.56	14	25.49	13
	Grade 12	0.00	0	13.16	5	17.07	7	14.81	4	15.79	6	31.11	14
<b>008037</b>	<b>Bossier Parish Alternative School</b>												
	Grade 7	~	~	~	~	~	~	0.00	0	0.00	0	0.00	0
	Grade 8	~	~	~	~	~	~	4.17	1	0.00	0	1.96	1
	Grade 9	~	~	~	~	~	~	16.67	6	10.61	7	6.25	6
	Grade 10	~	~	~	~	~	~	12.50	2	2.70	1	9.76	4
	Grade 11	~	~	~	~	~	~	14.29	2	4.17	1	14.81	4
	Grade 12	~	~	~	~	~	~	0.00	0	4.35	1	6.25	1

<sup>1</sup> In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

<sup>2</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

## Table 5: Student Dropouts

	<b>1992-93<sup>1</sup></b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>District</b>												
<b>Grade 7</b>	0.12	2	0.18	3	0.18	3	0.54	9	0.94	16	0.56	10
<b>Grade 8</b>	0.18	3	0.20	3	0.45	7	1.56	25	0.86	14	1.56	26
<b>Grade 9</b>	0.87	15	2.37	43	2.35	41	6.19	114	5.37	100	5.19	91
<b>Grade 10</b>	0.83	12	1.51	21	2.28	35	5.96	87	5.33	78	5.50	87
<b>Grade 11</b>	0.63	8	1.62	20	1.93	22	5.86	74	5.69	74	5.60	71
<b>Grade 12</b>	0.69	7	1.53	16	2.03	21	4.67	45	5.04	56	6.22	71
<b>Grades 9 - 12</b>	~	~	~	~	~	~	5.79	320	5.37	308	5.57	320
<b>State</b>												
<b>Grade 7</b>	~	~	1.47	904	0.78	480	4.46	2,816	4.73	2,904	3.44	2,122
<b>Grade 8</b>	~	~	1.71	971	0.93	538	6.04	3,568	5.53	3,232	4.46	2,519
<b>Grade 9</b>	~	~	6.48	4,018	4.63	2,898	12.90	8,966	13.51	9,245	11.67	7,688
<b>Grade 10</b>	~	~	4.91	2,531	3.79	2,005	11.86	6,554	12.10	6,626	10.53	5,802
<b>Grade 11</b>	~	~	4.57	1,988	3.55	1,555	10.78	4,991	10.58	4,897	9.08	4,161
<b>Grade 12</b>	~	~	3.70	1,433	2.65	1,061	10.75	4,397	8.62	3,605	8.71	3,716
<b>Grades 9 - 12</b>	~	~	~	~	~	~	11.75	24,908	11.53	24,373	10.20	21,367

<sup>1</sup> In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

<sup>2</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data



## Students Suspended and Expelled

Student suspension not only harms students by depriving them of valuable instruction, it also harms communities, the individual school, and school district (Garibaldi, 1978).

*Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96, 1996-97, and 1997-98 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.*

### Organization

Tables 6a, 6b, 6c, and 6d, Students Suspended and Expelled, present the number and percent of students suspended and the number and percent of students expelled for each school in the district receiving a *School Report Card*. Schools are listed by category and in site code order. District percentages are presented for comparison of all schools. Since 1993-94, percentages based on the school category also have been provided for comparison purposes.

It should be pointed out that the “students suspended” number reflects the number of students at the school site who were suspended at least once during the school year. Because some students are suspended more than once over the course of the school year, the total incidence of suspension may be greater than the number reported here.

### Data Presentation: *School Report Card*

The 1997-98 *School Report Card* presents the school-level number and percent of students suspended and expelled. Category statistics are provided at the district level for comparison purposes.

### Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- *In-school Expulsion*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA and no interruption of instructional services occurs.
- *In-school Suspension*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day and no interruption of instructional services occurs.
- *Out-of-school Expulsion*—removal (exit) of a student from school for a determined number of days with no provision of instructional services.
- *Out-of-school Suspension*—student is temporarily prohibited from participating in his/her usual placement within school with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

*Schools which report comparatively high suspension rates tend to serve more low-income students than those which report low suspension rates. Suspension rates tend to be higher among large schools. Middle schools and secondary schools report higher suspension rates than schools with other grade configurations. Finally, class enrollments are larger in high-suspension schools (Kennedy, 1993). This research is further supported by Franklin and Glascock (1994) who found that suspension rates are significantly higher in middle schools than elementary or combination (K-12) schools.*

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## Method of Calculation

Suspensions and expulsions are calculated for students enrolled in grades K-12. The formulas listed at the bottom of this page were used to calculate the desired school- and district-level percentages for each school category, as well as district-level percentages for all schools.

## Data Sources

The suspension and expulsion indicators are based on district-reported data submitted to the LDE via the Student Information System (SIS).

## References

- Children's Defense Fund. (1975). *School Suspensions - Are They Helping Children?* Cambridge, Mass.
- Franklin, B. J., and Glascock, C. H. (1994). The K-12 school - Did we forget the importance of continuity? Paper presented at the annual meeting of the Mid-South Education Research Association. Nashville, Tenn.
- Garibaldi, A. M. (1978). *In-School Alternatives to Suspension: Conference Report*. Washington, D.C.: U.S. Government Printing Office.
- Kennedy, E. (1993). A study of out-of-school suspensions and expulsions in Louisiana public schools. Report to the Board of Elementary and Secondary Education. Baton Rouge, La.: Louisiana Department of Education.

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## Formulas Used to Calculate Percent of Students Suspended, Expelled

### School-level Aggregation

$$\text{Percent of Students Suspended} = \frac{\text{Number of Students Suspended}}{\text{Cumulative Enrollment}} \times 100$$

$$\text{Percent of Students Expelled} = \frac{\text{Number of Students Expelled}}{\text{Cumulative Enrollment}} \times 100$$

### District-level Aggregation

$$\text{Percent of Students Suspended} = \frac{\text{Total Number of Students Suspended for All Schools in the District}}{\text{Cumulative Enrollment for All Schools in the District}} \times 100^*$$

$$\text{Percent of Students Expelled} = \frac{\text{Total Number of Students Expelled for All Schools in the District}}{\text{Cumulative Enrollment for All Schools in the District}} \times 100^*$$

\*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Elementary Students Suspended = (Number of Elementary Students Suspended / Cumulative Elementary Student Enrollment) X 100.

**Table 6a: Students Suspended and Expelled**  
*Elementary Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>008002</b>	<b>Apollo Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	1.77	17
	Suspended (Out of School)	0.11	1	0.11	1	0.11	1	0.11	1	0.52	5	0.10	1
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>008003</b>	<b>Bellaire Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	1.20	6
	Suspended (Out of School)	0.14	1	0.00	0	0.00	0	0.31	2	0.15	1	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>008005</b>	<b>Benton Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	17.29	198
	Suspended (Out of School)	1.75	20	3.15	36	3.52	40	3.64	42	3.21	36	5.33	61
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>008007</b>	<b>Bossier Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	16.95	70
	Suspended (Out of School)	2.01	9	0.00	0	0.72	4	2.58	13	1.40	6	3.63	15
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>008011</b>	<b>Butler Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	12.55	31
	Suspended (Out of School)	7.66	17	3.50	10	7.45	21	12.17	32	6.64	17	4.45	11
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>008012</b>	<b>Central Park Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	7.86	46
	Suspended (Out of School)	1.29	10	1.55	11	1.72	11	2.03	13	1.49	8	2.22	13
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

<sup>1</sup> Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

<sup>2</sup> Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data



**Table 6a: Students Suspended and Expelled**  
*Elementary Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>008014</b>	<b>Curtis Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	1.34	11	0.00	0	0.94	8	1.36	12	2.37	21	1.49	10
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>008018</b>	<b>Kerr, R.V., Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.13	1
	Suspended (Out of School)	0.14	1	0.12	1	0.36	3	0.13	1	0.00	0	0.51	4
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>008019</b>	<b>Meadowview Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	5.62	41
	Suspended (Out of School)	0.00	0	0.26	2	0.48	4	0.76	6	1.11	8	1.23	9
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>008021</b>	<b>Plain Dealing Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	24.22	124
	Suspended (Out of School)	0.00	0	0.00	0	0.17	1	3.00	18	3.82	21	1.17	6
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>008023</b>	<b>Plantation Park Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	16.11	116
	Suspended (Out of School)	2.96	25	3.86	32	3.51	30	7.70	66	0.51	4	0.56	4
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>008024</b>	<b>Platt Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	10.22	99
	Suspended (Out of School)	1.02	10	0.91	9	2.22	23	3.33	35	3.60	36	4.33	42
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

<sup>1</sup> Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

<sup>2</sup> Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 6a: Students Suspended and Expelled**  
*Elementary Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>008027</b>	<b>Rodes, T.L., Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.27	3
	Suspended (Out of School)	0.10	1	0.00	0	0.09	1	0.09	1	0.00	0	0.45	5
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>008029</b>	<b>Sun City Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Suspended (Out of School)	0.00	0	0.00	0	0.12	1	0.00	0	0.00	0	~	~
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	~	~
<b>008030</b>	<b>Waller Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	8.56	72
	Suspended (Out of School)	0.13	1	0.00	0	1.08	10	1.55	15	0.90	8	1.55	13
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>008033</b>	<b>Stockwell Place Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Suspended (Out of School)	0.00	0	0.00	0	0.16	1	0.16	1	0.00	0	~	~
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	~	~

<sup>1</sup> Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

<sup>2</sup> Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 6a: Students Suspended and Expelled**  
*Elementary Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>District (Elementary Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	7.63	818
	Suspended (Out of School)	~	~	1.05	102	1.41	159	2.19	253	1.53	171	1.80	193
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	~	~	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>District (All Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	17.11	3,648
	Suspended (Out of School)	3.25	690	3.78	737	4.77	1,003	5.80	1,239	5.93	1,264	7.39	1,575
	Expelled (In School)	~	~	~	~	~	~	~	~	0.36	76	0.64	136
	Expelled (Out of School)	0.07	14	0.07	14	0.17	36	0.07	16	0.01	3	0.03	6
<b>State<sup>1</sup> (Elementary Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	2.17	8,584	3.07	11,949
	Suspended (Out of School)	~	~	~	~	~	~	~	~	4.26	16,806	4.83	18,811
	Expelled (In School)	~	~	~	~	~	~	~	~	0.01	34	0.01	37
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.08	311	0.11	425
<b>State<sup>1</sup> (All Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	5.55	44,040	7.76	61,311
	Suspended (Out of School)	~	~	~	~	~	~	~	~	9.94	78,866	10.54	83,256
	Expelled (In School)	~	~	~	~	~	~	~	~	0.07	542	0.13	1,014
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.44	3,454	0.49	3,901

<sup>1</sup> Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

<sup>2</sup> Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 6b: Students Suspended and Expelled**  
*Middle/Jr. High Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>008013</b>	<b>Cope Middle School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	24.93	181
	Suspended (Out of School)	3.15	19	2.33	15	2.42	15	3.44	22	5.87	40	5.10	37
	Expelled (In School)	~	~	~	~	~	~	~	~	0.29	2	0.41	3
	Expelled (Out of School)	0.17	1	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>008015</b>	<b>Elm Grove Middle School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	16.52	165
	Suspended (Out of School)	2.47	16	0.00	0	2.50	16	2.74	17	3.92	24	3.60	36
	Expelled (In School)	~	~	~	~	~	~	~	~	0.65	4	0.80	8
	Expelled (Out of School)	0.00	0	0.00	0	0.47	3	0.00	0	0.00	0	0.00	0
<b>008016</b>	<b>Greenacres Middle School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	21.25	174
	Suspended (Out of School)	6.51	51	3.73	34	12.42	103	10.59	85	10.78	86	13.31	109
	Expelled (In School)	~	~	~	~	~	~	~	~	0.75	6	1.71	14
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>008025</b>	<b>Princeton Middle School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	33.40	347
	Suspended (Out of School)	4.18	41	2.01	20	4.71	47	7.65	78	9.90	102	12.80	133
	Expelled (In School)	~	~	~	~	~	~	~	~	0.87	9	0.87	9
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>008028</b>	<b>Rusheon Middle School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	29.77	329
	Suspended (Out of School)	11.16	105	10.05	124	8.38	109	12.62	149	15.46	173	17.56	194
	Expelled (In School)	~	~	~	~	~	~	~	~	1.25	14	1.45	16
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

<sup>1</sup> Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

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**Table 6b: Students Suspended and Expelled**  
*Middle/Jr. High Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>District (Middle/Jr. High Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	26.79	1,176
	Suspended (Out of School)	~	~	5.04	193	7.45	290	8.70	345	10.37	417	11.46	503
	Expelled (In School)	~	~	~	~	~	~	~	~	0.87	35	1.14	50
	Expelled (Out of School)	~	~	0.00	0	0.08	3	0.00	0	0.00	0	0.00	0
<b>District (All Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	17.11	3,648
	Suspended (Out of School)	3.25	690	3.78	737	4.77	1,003	5.80	1,239	5.93	1,264	7.39	1,575
	Expelled (In School)	~	~	~	~	~	~	~	~	0.36	76	0.64	136
	Expelled (Out of School)	0.07	14	0.07	14	0.17	36	0.07	16	0.01	3	0.03	6
<b>State<sup>1</sup> (Middle/Jr. High Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	10.03	14,670	14.53	21,148
	Suspended (Out of School)	~	~	~	~	~	~	~	~	16.40	23,990	18.26	26,576
	Expelled (In School)	~	~	~	~	~	~	~	~	0.16	234	0.31	448
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.87	1,269	1.12	1,629
<b>State<sup>1</sup> (All Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	5.55	44,040	7.76	61,311
	Suspended (Out of School)	~	~	~	~	~	~	~	~	9.94	78,866	10.54	83,256
	Expelled (In School)	~	~	~	~	~	~	~	~	0.07	542	0.13	1,014
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.44	3,454	0.49	3,901

<sup>1</sup> Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

<sup>2</sup> Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

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**Table 6c: Students Suspended and Expelled**  
*High Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>008001</b>	<b>Airline High School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	30.46	477
	Suspended (Out of School)	5.87	86	6.75	105	7.12	104	8.47	122	9.67	147	9.51	149
	Expelled (In School)	~	~	~	~	~	~	~	~	0.66	10	0.77	12
	Expelled (Out of School)	0.20	3	0.06	1	0.48	7	0.00	0	0.07	1	0.00	0
<b>008006</b>	<b>Benton Middle/Senior High School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	20.14	197
	Suspended (Out of School)	3.44	29	8.52	77	8.80	80	11.18	101	10.68	104	10.63	104
	Expelled (In School)	~	~	~	~	~	~	~	~	0.72	7	0.82	8
	Expelled (Out of School)	0.24	2	0.55	5	0.44	4	0.00	0	0.00	0	0.10	1
<b>008009</b>	<b>Bossier High School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	24.72	265
	Suspended (Out of School)	3.37	30	7.44	80	9.67	101	11.90	121	16.67	177	28.54	306
	Expelled (In School)	~	~	~	~	~	~	~	~	1.04	11	2.80	30
	Expelled (Out of School)	0.00	0	0.00	0	0.19	2	0.20	2	0.00	0	0.00	0
<b>008017</b>	<b>Haughton High School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	17.50	202
	Suspended (Out of School)	5.95	63	3.87	45	8.97	102	11.85	132	9.97	117	9.10	105
	Expelled (In School)	~	~	~	~	~	~	~	~	1.02	12	1.99	23
	Expelled (Out of School)	0.28	3	0.17	2	0.35	4	0.00	0	0.00	0	0.26	3
<b>008020</b>	<b>Parkway High School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	28.29	331
	Suspended (Out of School)	4.68	55	2.83	37	5.33	67	5.86	69	5.59	67	7.35	86
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.43	5
	Expelled (Out of School)	0.43	5	0.23	3	0.48	6	0.00	0	0.00	0	0.00	0
<b>008022</b>	<b>Plain Dealing Middle/Senior High School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	47.84	177
	Suspended (Out of School)	20.61	88	20.16	98	22.78	100	27.98	101	15.32	57	32.43	120
	Expelled (In School)	~	~	~	~	~	~	~	~	0.27	1	1.35	5
	Expelled (Out of School)	0.00	0	0.62	3	2.28	10	0.28	1	0.00	0	0.27	1

<sup>1</sup> Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

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~ = Unavailable Data

**Table 6c: Students Suspended and Expelled**  
*High Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>008035</b>	<b>Bossier Achievement Center</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	6.61	16
	Suspended (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	4.00	9	8.26	20
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	1.24	3
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>008037</b>	<b>Bossier Parish Alternative School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	~	~	~	~	~	~	0.88	1	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	~	~	~	~	~	~	11.50	13	0.90	2	0.35	1
<b>District (High Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	25.94	1,656
	Suspended (Out of School)	~	~	7.42	442	9.41	554	10.65	641	10.67	677	13.81	882
	Expelled (In School)	~	~	~	~	~	~	~	~	0.65	41	1.35	86
	Expelled (Out of School)	~	~	0.24	14	0.56	33	0.27	16	0.05	3	0.09	6
<b>District (All Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	17.11	3,648
	Suspended (Out of School)	3.25	690	3.78	737	4.77	1,003	5.80	1,239	5.93	1,264	7.39	1,575
	Expelled (In School)	~	~	~	~	~	~	~	~	0.36	76	0.64	136
	Expelled (Out of School)	0.07	14	0.07	14	0.17	36	0.07	16	0.01	3	0.03	6
<b>State<sup>1</sup> (High Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	8.67	19,412	11.97	26,592
	Suspended (Out of School)	~	~	~	~	~	~	~	~	15.72	35,175	15.80	35,108
	Expelled (In School)	~	~	~	~	~	~	~	~	0.11	254	0.23	512
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.80	1,797	0.80	1,775
<b>State<sup>1</sup> (All Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	5.55	44,040	7.76	61,311
	Suspended (Out of School)	~	~	~	~	~	~	~	~	9.94	78,866	10.54	83,256
	Expelled (In School)	~	~	~	~	~	~	~	~	0.07	542	0.13	1,014
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.44	3,454	0.49	3,901

<sup>1</sup> Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

<sup>2</sup> Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

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# *Part 4. Student Achievement*

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# Reading Level Evaluation Results

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The ability to read is essential to survive in our society. Many children learn to read quickly and efficiently once exposed to formal instruction. However, this is not an easy task for some children due to a variety of reasons. These children require high quality preschool and kindergarten programs and excellent primary instruction that emphasize language and literacy skills. Act 450 of the 1997 Legislative Session required each second and third grade teacher to report the number of students reading below grade level within the first thirty days of school.

## Organization

Tables 7a and 7b present Reading Level Evaluation Results for grades 2 and 3 respectively. These results present the number and percent of students reading below, on, and above their grade levels. This information is provided for each school in the district receiving a *School Report Card*, with schools listed in site code order. District and state results are presented for comparison purposes. Please use caution when comparing, as each district was permitted to select its own assessment instrument(s).

## Definition

The following students were evaluated and included in the assessment results:

- All regular education students enrolled as of October 1, 1997;
- All special education students whose IEP designate that they are in a specially designed, regular instructional program;
- All Limited English Proficient (LEP) students who were enrolled in and completed at least two full consecutive academic years in an English-speaking school (including kindergarten);
- Students in alternative programs or placements who are addressing regular curriculum standards; and
- All disabled students according to Section 504.

## Assessment Instruments

Each teacher used one of the following types of assessment instruments:

- Basal reading test
- Informal reading inventory
- Computerized reading inventory
- Other standardized tests, such as norm-referenced tests, criterion-referenced tests, etc.

## Data Presentation: *School Report Card*

The *1997-98 School Report Cards* present school-level count and percent of students reading below, on, and above their grade levels for grades 2 and 3.

## Method of Calculation

The formula used to compute the percents of students reading below, on, and above their grade levels is presented on the following page.

## Data Sources

The Reading Level data is based on district-reported data submitted to the Louisiana Department of Education, Division of School Standards, Accountability and Assistance.

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**Formula Used to Calculate Percent of Students Reading Below, On, and Above Their Grade Levels**

$$\begin{array}{l} \text{Percent of Students} \\ \text{Reading Below} \\ \text{Grade Level} \end{array} = \frac{\text{Number of Students Reading Below Grade Level}}{\text{Total Number of Students Assessed in that Grade}} \times 100$$

$$\begin{array}{l} \text{Percent of Students} \\ \text{Reading On} \\ \text{Grade Level} \end{array} = \frac{\text{Number of Students Reading On Grade Level}}{\text{Total Number of Students Assessed in that Grade}} \times 100$$

$$\begin{array}{l} \text{Percent of Students} \\ \text{Reading Above} \\ \text{Grade Level} \end{array} = \frac{\text{Number of Students Reading Above Grade Level}}{\text{Total Number of Students Assessed in that Grade}} \times 100$$

**Table 7a: Reading Level Evaluation Results - Grade 2**  
*Number and Percent of Students Reading Below, On, or Above Grade Level*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98<sup>1</sup></b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>008002</b>	<b>Apollo Elementary School</b>												
	Students Assessed		~		~		~		~		~		127
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	15.75	20
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	44.88	57
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	39.37	50
<b>008003</b>	<b>Bellaire Elementary School</b>												
	Students Assessed		~		~		~		~		~		110
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	15.45	17
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	60.00	66
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	24.55	27
<b>008005</b>	<b>Benton Elementary School</b>												
	Students Assessed		~		~		~		~		~		147
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	26.53	39
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	59.18	87
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	14.29	21
<b>008007</b>	<b>Bossier Elementary School</b>												
	Students Assessed		~		~		~		~		~		64
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	32.81	21
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	64.06	41
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	3.13	2
<b>008012</b>	<b>Central Park Elementary School</b>												
	Students Assessed		~		~		~		~		~		61
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	21.31	13
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	63.93	39
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	14.75	9
<b>008018</b>	<b>Kerr, R.V., Elementary School</b>												
	Students Assessed		~		~		~		~		~		86
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	19.77	17
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	56.98	49
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	23.26	20

<sup>1</sup> Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

**Table 7a: Reading Level Evaluation Results - Grade 2**  
*Number and Percent of Students Reading Below, On, or Above Grade Level*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98<sup>1</sup></b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>008019 Meadowview Elementary School</b>													
	Students Assessed		~		~		~		~		~		101
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	41.58	42
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	44.55	45
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	13.86	14
<b>008021 Plain Dealing Elementary School</b>													
	Students Assessed		~		~		~		~		~		55
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	52.73	29
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	36.36	20
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	10.91	6
<b>008023 Plantation Park Elementary School</b>													
	Students Assessed		~		~		~		~		~		90
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	45.56	41
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	48.89	44
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	5.56	5
<b>008027 Rodes, T.L., Elementary School</b>													
	Students Assessed		~		~		~		~		~		289
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	29.07	84
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	47.40	137
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	23.53	68
<b>008029 Sun City Elementary School</b>													
	Students Assessed		~		~		~		~		~		154
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	19.48	30
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	51.95	80
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	28.57	44
<b>008030 Waller Elementary School</b>													
	Students Assessed		~		~		~		~		~		117
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	20.51	24
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	58.12	68
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	21.37	25

<sup>1</sup> Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

**Table 7a: Reading Level Evaluation Results - Grade 2**  
*Number and Percent of Students Reading Below, On, or Above Grade Level*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98<sup>1</sup></b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>008033</b>	<b>Stockwell Place Elementary School</b>												
	Students Assessed		~		~		~		~		~		90
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	10.00	9
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	37.78	34
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	52.22	47
<b>District</b>													
	Students Assessed		~		~		~		~		~		1,491
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	25.89	386
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	51.44	767
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	22.67	338
<b>State (Public)</b>													
	Students Assessed		~		~		~		~		~		58,692
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	43.48	25,518
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	37.09	21,767
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	19.44	11,407

<sup>1</sup> Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

**Table 7b: Reading Level Evaluation Results - Grade 3**  
*Number and Percent of Students Reading Below, On, or Above Grade Level*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98<sup>1</sup></b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>008002</b>	<b>Apollo Elementary School</b>												
	Students Assessed		~		~		~		~		~		128
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	3.13	4
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	44.53	57
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	52.34	67
<b>008003</b>	<b>Bellaire Elementary School</b>												
	Students Assessed		~		~		~		~		~		106
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	8.49	9
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	47.17	50
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	44.34	47
<b>008005</b>	<b>Benton Elementary School</b>												
	Students Assessed		~		~		~		~		~		119
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	16.81	20
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	52.94	63
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	30.25	36
<b>008007</b>	<b>Bossier Elementary School</b>												
	Students Assessed		~		~		~		~		~		78
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	28.21	22
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	65.38	51
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	6.41	5
<b>008012</b>	<b>Central Park Elementary School</b>												
	Students Assessed		~		~		~		~		~		46
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	19.57	9
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	56.52	26
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	23.91	11
<b>008018</b>	<b>Kerr, R.V., Elementary School</b>												
	Students Assessed		~		~		~		~		~		77
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	18.18	14
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	37.66	29
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	44.16	34

<sup>1</sup> Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

**Table 7b: Reading Level Evaluation Results - Grade 3**  
*Number and Percent of Students Reading Below, On, or Above Grade Level*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98<sup>1</sup></b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>008019 Meadowview Elementary School</b>													
	Students Assessed		~		~		~		~		~		72
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	15.28	11
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	58.33	42
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	26.39	19
<b>008021 Plain Dealing Elementary School</b>													
	Students Assessed		~		~		~		~		~		66
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	15.15	10
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	66.67	44
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	18.18	12
<b>008023 Plantation Park Elementary School</b>													
	Students Assessed		~		~		~		~		~		67
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	23.88	16
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	62.69	42
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	13.43	9
<b>008024 Platt Elementary School</b>													
	Students Assessed		~		~		~		~		~		290
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	10.69	31
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	51.72	150
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	37.59	109
<b>008029 Sun City Elementary School</b>													
	Students Assessed		~		~		~		~		~		146
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	7.53	11
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	43.84	64
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	48.63	71
<b>008030 Waller Elementary School</b>													
	Students Assessed		~		~		~		~		~		97
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	15.46	15
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	45.36	44
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	39.18	38

<sup>1</sup> Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

**Table 7b: Reading Level Evaluation Results - Grade 3**  
*Number and Percent of Students Reading Below, On, or Above Grade Level*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98<sup>1</sup></b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>008033 Stockwell Place Elementary School</b>													
	Students Assessed		~		~		~		~		~		107
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	2.80	3
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	26.17	28
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	71.03	76
<b>District</b>													
	Students Assessed		~		~		~		~		~		1,399
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	12.51	175
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	49.32	690
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	38.17	534
<b>State (Public)</b>													
	Students Assessed		~		~		~		~		~		56,800
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	38.00	21,585
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	42.23	23,989
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	19.76	11,226

<sup>1</sup> Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data



## Criterion-referenced Test (CRT) Results

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Educational tests such as criterion-referenced tests (CRTs) are, in one form or another, tests of academic achievement based on a pre-stated set of standards.

The CRTs administered in this state are part of the Louisiana Educational Assessment Program (LEAP) and are administered in April of each year to public school students at specified grade levels. For the secondary level, the CRT is the Graduation Exit Examination (GEE).

These tests are administered to all students with the exception of special education students whose educational program is Alternative to Regular Placement (ARP). The Progress Profiles Program reports scores for all students taking the tests. This reflects the same reporting format used by the LEAP.

In Louisiana, CRTs provide a measure of the extent to which students meet state-established, grade-level skill requirements in the following subject areas:

- *Grades 3 and 5*—Language Arts and Mathematics,
- *Grade 7*—Language Arts and Mathematics, and
- *Secondary Level (GEE)*—English Language Arts, Mathematics, Written Composition, Science, and Social Studies.

### Organization

Tables 8a - 8c provide CRT Results for Grades 3, 5, and 7, respectively, while Table 8d provides GEE test results for first-time GEE test takers. The tables present CRT results for each school in the district receiving a *School Report Card*, with schools shown in school site code order. Also, comparison data are presented for the district and the state.

The tables reflect both the number of students taking the test and the percent of students who meet or exceed standards for the respective grade levels. Thus, the percent of students passing a specific test is the percent scoring at or above the performance standard that the state has set in that subject area.

### Data Presentation: *School Report Cards*

The *1997-98 School Report Cards* present school, district, and state percent passing rates by grade level and subject area.

### Definition

*Criterion-referenced tests (CRTs)*—tests that produce a score that tells how individuals/schools perform in achieving an established criteria; LEAP CRT results (as reported by *Progress Profiles*) show the number and percent of Louisiana students who meet or exceed state curriculum content standards.

### Data Source

The CRT indicator is based on student-level data tapes provided to the LDE by National Computer Systems, test contractor for the Louisiana Educational Assessment Program (LEAP).

**Table 8a: Criterion-referenced Test (LEAP) Results - Grade 3**  
*Percent of Students Passing and Number of Students Tested*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>1</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>008002</b>	<b>Apollo Elementary School</b>												
	Language Arts	97	104	98	131	98	118	98	138	99	138	100	129
	Mathematics	98	103	98	131	99	118	93	138	100	138	99	128
<b>008003</b>	<b>Bellaire Elementary School</b>												
	Language Arts	98	111	100	125	100	94	95	123	100	115	100	102
	Mathematics	98	111	98	125	99	94	95	121	98	115	99	102
<b>008005</b>	<b>Benton Elementary School</b>												
	Language Arts	98	126	97	117	97	151	94	145	95	134	90	113
	Mathematics	98	126	99	117	96	151	98	145	90	133	89	113
<b>008007</b>	<b>Bossier Elementary School</b>												
	Language Arts	80	71	82	67	88	68	87	54	79	70	95	62
	Mathematics	90	70	86	65	91	68	91	54	89	70	94	62
<b>008012</b>	<b>Central Park Elementary School</b>												
	Language Arts	95	77	96	72	96	48	94	62	89	65	92	50
	Mathematics	96	77	93	72	94	48	93	61	86	65	96	47
<b>008018</b>	<b>Kerr, R.V., Elementary School</b>												
	Language Arts	96	76	97	65	98	98	96	77	90	93	92	79
	Mathematics	95	76	95	65	97	98	91	77	90	92	92	78
<b>008019</b>	<b>Meadowview Elementary School</b>												
	Language Arts	96	67	94	80	88	89	94	85	97	74	92	72
	Mathematics	97	67	96	80	88	89	94	84	95	74	93	72
<b>008021</b>	<b>Plain Dealing Elementary School</b>												
	Language Arts	82	68	89	70	80	65	92	49	86	56	93	67
	Mathematics	94	68	91	70	92	62	90	52	87	55	89	66
<b>008023</b>	<b>Plantation Park Elementary School</b>												
	Language Arts	92	77	94	70	87	69	79	85	89	82	82	68
	Mathematics	94	77	93	70	90	69	79	85	90	82	84	68
<b>008024</b>	<b>Platt Elementary School</b>												
	Language Arts	97	261	97	275	97	269	97	282	96	268	94	294
	Mathematics	95	260	98	274	98	267	95	282	93	267	93	291
<b>008029</b>	<b>Sun City Elementary School</b>												
	Language Arts	100	133	100	144	99	156	99	163	98	169	99	144
	Mathematics	99	133	97	144	97	155	98	160	98	167	97	144

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 8a: Criterion-referenced Test (LEAP) Results - Grade 3**  
*Percent of Students Passing and Number of Students Tested*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>1</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>008030</b>	<b>Waller Elementary School</b>												
	Language Arts	93	84	97	96	89	106	95	82	92	87	92	86
	Mathematics	89	84	96	96	84	106	90	82	92	87	85	86
<b>008033</b>	<b>Stockwell Place Elementary School</b>												
	Language Arts	99	99	100	85	100	79	99	84	99	100	100	109
	Mathematics	99	99	100	85	100	79	99	84	100	100	100	109
<b>District</b>													
	Language Arts	95	1,354	96	1,397	95	1,410	95	1,429	94	1,451	95	1,375
	Mathematics	96	1,351	96	1,394	95	1,404	94	1,425	94	1,445	94	1,366
<b>State</b>													
	Language Arts	91	56,847	91	57,518	90	55,985	90	58,218	91	56,926	90	56,711
	Mathematics	90	56,593	91	57,278	90	55,728	89	58,034	91	56,792	88	56,534

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 8b: Criterion-referenced Test (LEAP) Results - Grade 5**  
*Percent of Students Passing and Number of Students Tested*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>1</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>008002</b>	<b>Apollo Elementary School</b>												
	Language Arts	99	119	99	135	99	136	98	132	99	133	97	146
	Mathematics	99	119	98	135	98	136	100	131	99	133	99	146
<b>008005</b>	<b>Benton Elementary School</b>												
	Language Arts	93	108	93	113	98	125	91	127	94	161	90	157
	Mathematics	98	108	96	113	98	125	94	125	92	161	93	157
<b>008011</b>	<b>Butler Elementary School</b>												
	Language Arts	88	49	70	60	72	58	64	58	93	73	88	42
	Mathematics	76	50	70	60	76	58	66	58	85	72	86	42
<b>008012</b>	<b>Central Park Elementary School</b>												
	Language Arts	93	88	89	72	88	56	90	72	89	53	76	62
	Mathematics	95	88	92	72	95	56	90	73	98	52	90	62
<b>008014</b>	<b>Curtis Elementary School</b>												
	Language Arts	98	271	98	247	98	250	94	286	95	292	95	279
	Mathematics	98	271	96	247	100	250	96	282	95	293	96	279
<b>008018</b>	<b>Kerr, R.V., Elementary School</b>												
	Language Arts	93	59	97	69	95	75	93	57	92	93	90	69
	Mathematics	100	59	94	68	92	75	95	57	95	93	93	69
<b>008019</b>	<b>Meadowview Elementary School</b>												
	Language Arts	97	59	100	75	95	82	88	88	93	83	94	96
	Mathematics	97	59	97	75	95	82	92	88	90	83	97	96
<b>008021</b>	<b>Plain Dealing Elementary School</b>												
	Language Arts	73	45	96	51	91	58	83	75	86	65	95	43
	Mathematics	96	45	98	51	95	58	83	72	94	65	100	42
<b>008023</b>	<b>Plantation Park Elementary School</b>												
	Language Arts	98	80	96	75	86	64	85	81	90	67	84	76
	Mathematics	96	80	96	75	94	64	84	81	90	67	95	76
<b>008024</b>	<b>Platt Elementary School</b>												
	Language Arts	97	277	94	230	98	258	88	334	89	278	91	260
	Mathematics	97	276	95	230	95	258	92	334	95	278	95	258
<b>008030</b>	<b>Waller Elementary School</b>												
	Language Arts	94	87	95	81	93	95	89	102	83	103	94	84
	Mathematics	93	87	93	81	97	95	91	102	88	103	99	84

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 8b: Criterion-referenced Test (LEAP) Results - Grade 5**  
*Percent of Students Passing and Number of Students Tested*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>1</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>008033</b>	<b>Stockwell Place Elementary School</b>												
	Language Arts	99	100	99	69	100	83	95	86	99	103	99	79
	Mathematics	97	100	97	69	100	83	97	86	100	103	97	79
<b>District</b>													
	Language Arts	95	1,342	95	1,277	95	1,340	90	1,498	92	1,504	92	1,393
	Mathematics	96	1,342	95	1,276	96	1,340	92	1,489	94	1,503	95	1,390
<b>State</b>													
	Language Arts	90	55,817	90	54,975	90	53,644	87	59,292	87	57,617	85	55,793
	Mathematics	90	55,725	91	54,885	91	53,564	89	59,183	89	57,637	88	55,716

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 8c: Criterion-referenced Test (LEAP) Results - Grade 7**  
*Percent of Students Passing and Number of Students Tested*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>1</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>008006</b>	<b>Benton Middle/Senior High School</b>												
	Language Arts	89	146	93	111	93	122	92	142	92	160	92	149
	Mathematics	89	146	93	111	90	121	87	142	88	160	93	150
<b>008013</b>	<b>Cope Middle School</b>												
	Language Arts	96	136	94	154	99	149	96	157	93	179	91	193
	Mathematics	93	136	88	154	92	149	86	155	87	179	86	193
<b>008015</b>	<b>Elm Grove Middle School</b>												
	Language Arts	96	257	98	247	97	265	96	250	96	279	94	281
	Mathematics	95	257	97	247	96	266	91	250	96	278	92	279
<b>008016</b>	<b>Greenacres Middle School</b>												
	Language Arts	92	228	96	184	95	193	90	220	91	225	93	214
	Mathematics	89	228	87	183	88	193	77	218	88	224	87	213
<b>008022</b>	<b>Plain Dealing Middle/Senior High School</b>												
	Language Arts	69	61	76	51	83	36	76	58	84	55	70	70
	Mathematics	41	61	69	51	69	36	61	54	73	55	59	70
<b>008025</b>	<b>Princeton Middle School</b>												
	Language Arts	93	249	95	246	94	278	87	265	90	263	89	298
	Mathematics	89	247	87	246	87	278	83	260	89	265	91	302
<b>008028</b>	<b>Rusheon Middle School</b>												
	Language Arts	86	179	89	285	89	260	86	290	88	259	87	243
	Mathematics	75	177	78	287	77	257	76	287	77	258	77	242
<b>008035</b>	<b>Bossier Achievement Center</b>												
	Language Arts	90	10	91	11	83	6	89	9	100	3	100	6
	Mathematics	75	12	73	11	60	5	56	9	67	3	100	6
<b>008037</b>	<b>Bossier Parish Alternative School</b>												
	Language Arts	~	~	~	~	~	~	56	9	83	12	63	19
	Mathematics	~	~	~	~	~	~	44	9	42	12	39	18
<b>District</b>													
	Language Arts	91	1,266	93	1,289	94	1,309	90	1,400	91	1,435	90	1,473
	Mathematics	86	1,264	87	1,290	87	1,305	81	1,384	86	1,434	86	1,473
<b>State</b>													
	Language Arts	88	55,206	89	54,345	88	53,799	87	57,198	86	56,041	85	57,215
	Mathematics	83	55,018	83	54,272	82	53,599	79	56,798	80	55,823	79	57,055

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 8d: Graduate Exit Examination (GEE) Results**  
*Percent of Students Passing and Number of Students Tested*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>1</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>008001</b>	<b>Airline High School</b>												
	Language Arts	97	252	94	276	96	260	94	279	90	324	94	329
	Mathematics	90	251	86	278	87	259	87	279	85	322	80	331
	Written Composition	94	250	95	275	98	255	97	277	93	313	97	326
	Science	88	226	96	222	91	259	88	238	85	266	87	294
	Social Studies	96	223	95	223	95	258	93	238	92	266	87	294
<b>008006</b>	<b>Benton Middle/Senior High School</b>												
	Language Arts	95	96	95	99	94	132	88	147	87	106	87	120
	Mathematics	84	96	87	99	79	132	85	148	87	105	80	121
	Written Composition	91	96	90	96	93	128	94	146	95	104	97	119
	Science	77	100	93	92	81	93	82	124	89	137	91	104
	Social Studies	90	100	92	92	87	93	89	123	92	137	90	104
<b>008009</b>	<b>Bossier High School</b>												
	Language Arts	97	121	90	162	91	182	88	158	88	192	85	157
	Mathematics	93	120	75	159	77	180	77	158	81	192	73	157
	Written Composition	91	122	91	159	97	178	95	156	94	188	97	155
	Science	90	168	89	105	87	135	79	163	69	134	77	146
	Social Studies	90	168	94	106	86	135	88	163	83	134	77	146
<b>008017</b>	<b>Haughton High School</b>												
	Language Arts	95	195	96	196	93	236	94	230	90	229	92	262
	Mathematics	85	198	89	195	82	236	78	230	81	229	82	262
	Written Composition	95	197	94	195	97	233	95	228	95	222	98	259
	Science	82	210	91	179	90	180	88	216	83	217	84	211
	Social Studies	90	210	91	179	91	179	86	214	86	217	89	211
<b>008020</b>	<b>Parkway High School</b>												
	Language Arts	95	223	96	241	95	263	96	259	94	239	93	254
	Mathematics	91	222	86	241	85	262	84	259	91	237	85	254
	Written Composition	93	219	96	232	98	257	98	256	97	235	97	254
	Science	95	202	93	204	94	201	91	247	94	230	94	225
	Social Studies	96	202	92	204	92	201	94	247	95	230	91	225

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 8d: Graduate Exit Examination (GEE) Results**  
*Percent of Students Passing and Number of Students Tested*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>1</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>008022</b>	<b>Plain Dealing Middle/Senior High School</b>												
	Language Arts	85	67	79	43	71	41	67	43	73	52	80	25
	Mathematics	69	67	60	42	41	41	50	42	49	51	78	23
	Written Composition	84	68	74	42	82	39	73	40	76	50	88	24
	Science	76	41	66	53	75	36	63	38	63	35	97	30
	Social Studies	71	41	91	53	81	36	76	38	71	35	100	30
<b>008035</b>	<b>Bossier Achievement Center</b>												
	Language Arts	94	17	78	32	86	21	62	21	80	15	83	23
	Mathematics	71	17	55	33	33	21	30	20	67	15	50	22
	Written Composition	94	16	69	26	94	18	67	18	79	14	95	19
	Science	59	17	92	13	75	20	62	34	59	17	50	20
	Social Studies	59	17	77	13	86	22	66	35	53	19	62	21
<b>008037</b>	<b>Bossier Parish Alternative School</b>												
	Language Arts	~	~	~	~	~	~	86	7	90	10	87	15
	Mathematics	~	~	~	~	~	~	57	7	70	10	81	16
	Written Composition	~	~	~	~	~	~	100	6	90	10	100	14
	Science	~	~	~	~	~	~	89	9	57	7	86	7
	Social Studies	~	~	~	~	~	~	67	9	57	7	67	6
<b>District</b>													
	Language Arts	95	971	93	1,049	93	1,136	91	1,144	89	1,167	90	1,185
	Mathematics	87	971	83	1,047	80	1,132	80	1,143	83	1,161	80	1,186
	Written Composition	92	968	92	1,025	96	1,109	95	1,127	94	1,136	97	1,170
	Science	87	964	91	868	89	924	85	1,069	84	1,044	86	1,037
	Social Studies	91	961	92	870	91	924	89	1,067	89	1,046	87	1,037
<b>State</b>													
	Language Arts	91	41,775	89	41,673	88	43,743	86	45,492	84	45,342	87	46,128
	Mathematics	83	41,697	79	41,603	80	43,654	77	45,381	77	45,307	76	46,004
	Written Composition	91	40,947	90	40,806	95	42,663	93	44,283	93	43,983	95	44,944
	Science	86	35,820	90	37,264	85	36,977	82	39,927	82	40,423	84	40,021
	Social Studies	90	35,778	90	37,230	90	36,998	90	39,989	88	40,407	88	39,891

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data



## Norm-referenced Test (NRT) Results

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The Louisiana Educational Assessment Program (LEAP) utilizes norm-referenced tests (NRTs) for national student comparisons with Louisiana students. From 1988 to 1992, Louisiana's NRT was the *California Achievement Test (CAT)* Form F, and from 1993 to 1997, Louisiana's NRT was the CAT/5. In 1997, the Iowa Tests were adopted for first administration in the spring of 1998. At grades 4, 6, and 8, the *Iowa Tests of Basic Skills (ITBS)* were administered and at grades 9, 10, and 11, the *Iowa Tests of Educational Development (ITED)* were administered.

ITBS consists of thirteen tests in the subject areas of reading, language, mathematics, social studies, science, and sources of information. The Mathematics Computation test was administered only at grade 4; Mathematics Computation is not used to calculate the Math Total, Core Total, nor the Composite score. The *Iowa Tests of Basic Skills* Composite score is the average of the scores for Reading Total, Language Total, Mathematics Total, Social Studies, Science, and Sources of Information Total. The NRT data tables for grades 4, 6, and 8 in the *School Report Cards* and *District Composite Reports* are based on the Composite percentile rank of the average standard score.

ITED consists of seven tests: Vocabulary, Correctness and Appropriateness of Expression, Ability to Do Quantitative Thinking, Ability to Interpret Literacy Materials, Analysis of Social Studies Materials, Analysis of Science Materials, and Use of Sources of Information. The *Iowa Tests of Educational Development* Composite score is the average of the scores for the seven tests. The NRT data tables for grades 9, 10, and 11 in the *School Report Cards* and *District Composite Reports* are based on the Composite percentile rank of the average standard score.

These test are administered to all students with the exception of special education students whose educational program is Alternative to Regular Placement (ARP). Scores are reported for all students not requiring accommodations to the standardization administration procedures.

### Organization

Tables 9a to 9f present 1997-98 NRT results for grades 4, 6, 8, 9, 10, and 11, respectively. Test results are presented for all schools in the district receiving a *School Report Card*, with schools listed in site code order. District, state, and national results are presented for comparison purposes.

Data are grouped as follows:

- *Quartile 4*--the percent of students who scored in the top 25% of students in the national norm group. If 32 of 100 students scored this high, Quartile 4 would read 32 percent.
- *Quartile 3*--the percent of students who scored between the 50th and the 74th national percentiles.
- *Quartile 2*-- the percent of students who scored between the 25th and 49th national percentiles.
- *Quartile 1*--the percent of students who scored between the 1st and 24th national percentiles.
- *Percentile Rank of the Average Standard Score for the National Student Norms*-- percentile rank of the average student in the school, district, or state. For example, a percentile rank of 48 for a school means that 48 percent of the students in the norm group scored at or below the average score obtained by the students in the school.

### Data Presentation: *School Report Card*

The 1997-98 *School Report Cards* present percentile rank of the average standard score for the national student norms at the school, district, and state levels.

### **Definition**

*Norm-referenced tests (NRTs)*-- These tests produce scores that tell how schools/individuals perform in comparison with other schools/individuals; LEAP NRT results (as reported by the *Progress Profiles*) show how Louisiana schools perform when compared with the district, state, and nation.

### **Data Source**

The NRT indicator is based on student-level data provided to the Louisiana Department of Education by Riverside Publishing, test contractor for The Iowa Tests.

**Table 9a: Norm-referenced Test (NRT) Results - Grade 4**

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
008002	<b>Apollo Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	33.6
	Third Quartile	~	~	~	~	~	36.6
	Second Quartile	~	~	~	~	~	21.6
	First Quartile	~	~	~	~	~	8.2
	<b>Percentile Rank</b>	~	~	~	~	~	65.0
008005	<b>Benton Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	11.0
	Third Quartile	~	~	~	~	~	19.7
	Second Quartile	~	~	~	~	~	37.0
	First Quartile	~	~	~	~	~	32.3
	<b>Percentile Rank</b>	~	~	~	~	~	38.0
008011	<b>Butler Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	14.3
	Second Quartile	~	~	~	~	~	22.9
	First Quartile	~	~	~	~	~	62.9
	<b>Percentile Rank</b>	~	~	~	~	~	21.0
008012	<b>Central Park Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	7.7
	Third Quartile	~	~	~	~	~	25.6
	Second Quartile	~	~	~	~	~	35.9
	First Quartile	~	~	~	~	~	30.8
	<b>Percentile Rank</b>	~	~	~	~	~	40.0
008014	<b>Curtis Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	26.4
	Third Quartile	~	~	~	~	~	28.7
	Second Quartile	~	~	~	~	~	32.3
	First Quartile	~	~	~	~	~	12.6
	<b>Percentile Rank</b>	~	~	~	~	~	56.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

**Table 9a: Norm-referenced Test (NRT) Results - Grade 4**

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
008018	<b>Kerr, R.V., Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	16.4
	Third Quartile	~	~	~	~	~	38.4
	Second Quartile	~	~	~	~	~	34.2
	First Quartile	~	~	~	~	~	11.0
	<b>Percentile Rank</b>	~	~	~	~	~	54.0
008019	<b>Meadowview Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	15.7
	Third Quartile	~	~	~	~	~	19.6
	Second Quartile	~	~	~	~	~	31.4
	First Quartile	~	~	~	~	~	33.3
	<b>Percentile Rank</b>	~	~	~	~	~	43.0
008021	<b>Plain Dealing Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	9.1
	Third Quartile	~	~	~	~	~	18.2
	Second Quartile	~	~	~	~	~	45.5
	First Quartile	~	~	~	~	~	27.3
	<b>Percentile Rank</b>	~	~	~	~	~	35.0
008023	<b>Plantation Park Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	6.2
	Third Quartile	~	~	~	~	~	27.7
	Second Quartile	~	~	~	~	~	24.6
	First Quartile	~	~	~	~	~	41.5
	<b>Percentile Rank</b>	~	~	~	~	~	36.0
008024	<b>Platt Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	18.8
	Third Quartile	~	~	~	~	~	32.8
	Second Quartile	~	~	~	~	~	34.9
	First Quartile	~	~	~	~	~	13.5
	<b>Percentile Rank</b>	~	~	~	~	~	52.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

**Table 9a: Norm-referenced Test (NRT) Results - Grade 4**

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
008030	<b>Waller Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	22.2
	Third Quartile	~	~	~	~	~	30.2
	Second Quartile	~	~	~	~	~	30.2
	First Quartile	~	~	~	~	~	17.5
	<b>Percentile Rank</b>	~	~	~	~	~	53.0
008033	<b>Stockwell Place Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	34.7
	Third Quartile	~	~	~	~	~	32.7
	Second Quartile	~	~	~	~	~	28.6
	First Quartile	~	~	~	~	~	4.1
	<b>Percentile Rank</b>	~	~	~	~	~	66.0
District							
	Fourth Quartile	~	~	~	~	~	20.6
	Third Quartile	~	~	~	~	~	29.1
	Second Quartile	~	~	~	~	~	31.6
	First Quartile	~	~	~	~	~	18.7
	<b>Percentile Rank</b>	~	~	~	~	~	51.0
State							
	Fourth Quartile	~	~	~	~	~	15.2
	Third Quartile	~	~	~	~	~	22.2
	Second Quartile	~	~	~	~	~	31.8
	First Quartile	~	~	~	~	~	30.8
	<b>Percentile Rank</b>	~	~	~	~	~	42.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	<b>Percentile Rank</b>	~	~	~	~	~	50.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

# Table 9b: Norm-referenced Test (NRT) Results - Grade 6

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
008005	<b>Benton Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	25.8
	Third Quartile	~	~	~	~	~	23.9
	Second Quartile	~	~	~	~	~	32.9
	First Quartile	~	~	~	~	~	17.4
	<b>Percentile Rank</b>	~	~	~	~	~	53.0
008011	<b>Butler Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	20.5
	Second Quartile	~	~	~	~	~	52.3
	First Quartile	~	~	~	~	~	27.3
	<b>Percentile Rank</b>	~	~	~	~	~	34.0
008013	<b>Cope Middle School</b>						
	Fourth Quartile	~	~	~	~	~	37.0
	Third Quartile	~	~	~	~	~	24.7
	Second Quartile	~	~	~	~	~	25.9
	First Quartile	~	~	~	~	~	12.3
	<b>Percentile Rank</b>	~	~	~	~	~	63.0
008015	<b>Elm Grove Middle School</b>						
	Fourth Quartile	~	~	~	~	~	37.8
	Third Quartile	~	~	~	~	~	29.0
	Second Quartile	~	~	~	~	~	23.9
	First Quartile	~	~	~	~	~	9.2
	<b>Percentile Rank</b>	~	~	~	~	~	64.0
008016	<b>Greenacres Middle School</b>						
	Fourth Quartile	~	~	~	~	~	35.8
	Third Quartile	~	~	~	~	~	26.4
	Second Quartile	~	~	~	~	~	20.1
	First Quartile	~	~	~	~	~	17.6
	<b>Percentile Rank</b>	~	~	~	~	~	60.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

## Table 9b: Norm-referenced Test (NRT) Results - Grade 6

### *Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
008021	<b>Plain Dealing Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	27.5
	Second Quartile	~	~	~	~	~	23.5
	First Quartile	~	~	~	~	~	49.0
	<b>Percentile Rank</b>	~	~	~	~	~	30.0
008025	<b>Princeton Middle School</b>						
	Fourth Quartile	~	~	~	~	~	15.1
	Third Quartile	~	~	~	~	~	27.8
	Second Quartile	~	~	~	~	~	33.5
	First Quartile	~	~	~	~	~	23.6
	<b>Percentile Rank</b>	~	~	~	~	~	46.0
008028	<b>Rusheon Middle School</b>						
	Fourth Quartile	~	~	~	~	~	14.5
	Third Quartile	~	~	~	~	~	21.8
	Second Quartile	~	~	~	~	~	35.5
	First Quartile	~	~	~	~	~	28.2
	<b>Percentile Rank</b>	~	~	~	~	~	42.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

**Table 9b: Norm-referenced Test (NRT) Results - Grade 6**

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
<b>District</b>							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.7
	Second Quartile	~	~	~	~	~	29.4
	First Quartile	~	~	~	~	~	20.0
	<b>Percentile Rank</b>	~	~	~	~	~	53.0
<b>State</b>							
	Fourth Quartile	~	~	~	~	~	16.5
	Third Quartile	~	~	~	~	~	23.6
	Second Quartile	~	~	~	~	~	29.6
	First Quartile	~	~	~	~	~	30.3
	<b>Percentile Rank</b>	~	~	~	~	~	44.0
<b>Nation</b>							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	<b>Percentile Rank</b>	~	~	~	~	~	50.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data



# Table 9c: Norm-referenced Test (NRT) Results - Grade 8

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
008006	<b>Benton Middle/Senior High School</b>						
	Fourth Quartile	~	~	~	~	~	19.7
	Third Quartile	~	~	~	~	~	29.6
	Second Quartile	~	~	~	~	~	30.9
	First Quartile	~	~	~	~	~	19.7
	<b>Percentile Rank</b>	~	~	~	~	~	52.0
008013	<b>Cope Middle School</b>						
	Fourth Quartile	~	~	~	~	~	26.0
	Third Quartile	~	~	~	~	~	26.7
	Second Quartile	~	~	~	~	~	30.8
	First Quartile	~	~	~	~	~	16.4
	<b>Percentile Rank</b>	~	~	~	~	~	56.0
008015	<b>Elm Grove Middle School</b>						
	Fourth Quartile	~	~	~	~	~	29.7
	Third Quartile	~	~	~	~	~	38.6
	Second Quartile	~	~	~	~	~	25.6
	First Quartile	~	~	~	~	~	6.1
	<b>Percentile Rank</b>	~	~	~	~	~	62.0
008016	<b>Greenacres Middle School</b>						
	Fourth Quartile	~	~	~	~	~	33.3
	Third Quartile	~	~	~	~	~	33.3
	Second Quartile	~	~	~	~	~	21.1
	First Quartile	~	~	~	~	~	12.3
	<b>Percentile Rank</b>	~	~	~	~	~	61.0
008022	<b>Plain Dealing Middle/Senior High School</b>						
	Fourth Quartile	~	~	~	~	~	4.3
	Third Quartile	~	~	~	~	~	27.7
	Second Quartile	~	~	~	~	~	48.9
	First Quartile	~	~	~	~	~	19.1
	<b>Percentile Rank</b>	~	~	~	~	~	38.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

## Table 9c: Norm-referenced Test (NRT) Results - Grade 8

### *Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
008025	<b>Princeton Middle School</b>						
	Fourth Quartile	~	~	~	~	~	17.3
	Third Quartile	~	~	~	~	~	32.2
	Second Quartile	~	~	~	~	~	28.4
	First Quartile	~	~	~	~	~	22.1
	<b>Percentile Rank</b>	~	~	~	~	~	48.0
008028	<b>Rusheon Middle School</b>						
	Fourth Quartile	~	~	~	~	~	16.5
	Third Quartile	~	~	~	~	~	28.7
	Second Quartile	~	~	~	~	~	29.8
	First Quartile	~	~	~	~	~	25.0
	<b>Percentile Rank</b>	~	~	~	~	~	48.0
008035	<b>Bossier Achievement Center</b>						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	26.7
	Second Quartile	~	~	~	~	~	40.0
	First Quartile	~	~	~	~	~	33.3
	<b>Percentile Rank</b>	~	~	~	~	~	32.0
008037	<b>Bossier Parish Alternative School</b>						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	0.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	75.0
	<b>Percentile Rank</b>	~	~	~	~	~	17.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

# Table 9c: Norm-referenced Test (NRT) Results - Grade 8

## Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
<b>District</b>							
	Fourth Quartile	~	~	~	~	~	22.6
	Third Quartile	~	~	~	~	~	31.7
	Second Quartile	~	~	~	~	~	28.5
	First Quartile	~	~	~	~	~	17.2
	<b>Percentile Rank</b>	~	~	~	~	~	54.0
<b>State</b>							
	Fourth Quartile	~	~	~	~	~	15.3
	Third Quartile	~	~	~	~	~	24.7
	Second Quartile	~	~	~	~	~	30.5
	First Quartile	~	~	~	~	~	29.5
	<b>Percentile Rank</b>	~	~	~	~	~	44.0
<b>Nation</b>							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	<b>Percentile Rank</b>	~	~	~	~	~	50.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

**Table 9d: Norm-referenced Test (NRT) Results - Grade 9**

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
008001	<b>Airline High School</b>						
	Fourth Quartile	~	~	~	~	~	29.4
	Third Quartile	~	~	~	~	~	31.7
	Second Quartile	~	~	~	~	~	24.8
	First Quartile	~	~	~	~	~	14.1
	<b>Percentile Rank</b>	~	~	~	~	~	57.0
008006	<b>Benton Middle/Senior High School</b>						
	Fourth Quartile	~	~	~	~	~	24.4
	Third Quartile	~	~	~	~	~	30.7
	Second Quartile	~	~	~	~	~	32.3
	First Quartile	~	~	~	~	~	12.6
	<b>Percentile Rank</b>	~	~	~	~	~	54.0
008009	<b>Bossier High School</b>						
	Fourth Quartile	~	~	~	~	~	15.1
	Third Quartile	~	~	~	~	~	23.4
	Second Quartile	~	~	~	~	~	31.7
	First Quartile	~	~	~	~	~	29.8
	<b>Percentile Rank</b>	~	~	~	~	~	42.0
008017	<b>Haughton High School</b>						
	Fourth Quartile	~	~	~	~	~	16.2
	Third Quartile	~	~	~	~	~	32.3
	Second Quartile	~	~	~	~	~	27.5
	First Quartile	~	~	~	~	~	24.0
	<b>Percentile Rank</b>	~	~	~	~	~	47.0
008020	<b>Parkway High School</b>						
	Fourth Quartile	~	~	~	~	~	30.2
	Third Quartile	~	~	~	~	~	35.3
	Second Quartile	~	~	~	~	~	21.4
	First Quartile	~	~	~	~	~	13.0
	<b>Percentile Rank</b>	~	~	~	~	~	60.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

## Table 9d: Norm-referenced Test (NRT) Results - Grade 9

### *Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
008022	<b>Plain Dealing Middle/Senior High School</b>						
	Fourth Quartile	~	~	~	~	~	2.4
	Third Quartile	~	~	~	~	~	7.1
	Second Quartile	~	~	~	~	~	16.7
	First Quartile	~	~	~	~	~	73.8
	<b>Percentile Rank</b>	~	~	~	~	~	18.0
008035	<b>Bossier Achievement Center</b>						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	6.3
	Second Quartile	~	~	~	~	~	62.5
	First Quartile	~	~	~	~	~	31.3
	<b>Percentile Rank</b>	~	~	~	~	~	29.0
008037	<b>Bossier Parish Alternative School</b>						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	12.5
	Second Quartile	~	~	~	~	~	16.7
	First Quartile	~	~	~	~	~	70.8
	<b>Percentile Rank</b>	~	~	~	~	~	16.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

**Table 9d: Norm-referenced Test (NRT) Results - Grade 9**

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
<b>District</b>							
	Fourth Quartile	~	~	~	~	~	21.9
	Third Quartile	~	~	~	~	~	29.3
	Second Quartile	~	~	~	~	~	26.8
	First Quartile	~	~	~	~	~	22.0
	<b>Percentile Rank</b>	~	~	~	~	~	50.0
<b>State</b>							
	Fourth Quartile	~	~	~	~	~	16.4
	Third Quartile	~	~	~	~	~	24.1
	Second Quartile	~	~	~	~	~	28.9
	First Quartile	~	~	~	~	~	30.7
	<b>Percentile Rank</b>	~	~	~	~	~	43.0
<b>Nation</b>							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	<b>Percentile Rank</b>	~	~	~	~	~	50.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

**Table 9e: Norm-referenced Test (NRT) Results - Grade 10**

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
008001	<b>Airline High School</b>						
	Fourth Quartile	~	~	~	~	~	29.4
	Third Quartile	~	~	~	~	~	27.8
	Second Quartile	~	~	~	~	~	28.1
	First Quartile	~	~	~	~	~	14.7
	<b>Percentile Rank</b>	~	~	~	~	~	57.0
008006	<b>Benton Middle/Senior High School</b>						
	Fourth Quartile	~	~	~	~	~	14.7
	Third Quartile	~	~	~	~	~	29.3
	Second Quartile	~	~	~	~	~	29.3
	First Quartile	~	~	~	~	~	26.7
	<b>Percentile Rank</b>	~	~	~	~	~	46.0
008009	<b>Bossier High School</b>						
	Fourth Quartile	~	~	~	~	~	12.9
	Third Quartile	~	~	~	~	~	28.6
	Second Quartile	~	~	~	~	~	33.3
	First Quartile	~	~	~	~	~	25.2
	<b>Percentile Rank</b>	~	~	~	~	~	45.0
008017	<b>Haughton High School</b>						
	Fourth Quartile	~	~	~	~	~	22.2
	Third Quartile	~	~	~	~	~	28.9
	Second Quartile	~	~	~	~	~	31.8
	First Quartile	~	~	~	~	~	17.2
	<b>Percentile Rank</b>	~	~	~	~	~	51.0
008020	<b>Parkway High School</b>						
	Fourth Quartile	~	~	~	~	~	26.4
	Third Quartile	~	~	~	~	~	31.1
	Second Quartile	~	~	~	~	~	25.9
	First Quartile	~	~	~	~	~	16.5
	<b>Percentile Rank</b>	~	~	~	~	~	55.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

## Table 9e: Norm-referenced Test (NRT) Results - Grade 10

### *Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
008022	<b>Plain Dealing Middle/Senior High School</b>						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	14.3
	Second Quartile	~	~	~	~	~	21.4
	First Quartile	~	~	~	~	~	64.3
	<b>Percentile Rank</b>	~	~	~	~	~	24.0
008035	<b>Bossier Achievement Center</b>						
	Fourth Quartile	~	~	~	~	~	7.1
	Third Quartile	~	~	~	~	~	7.1
	Second Quartile	~	~	~	~	~	28.6
	First Quartile	~	~	~	~	~	57.1
	<b>Percentile Rank</b>	~	~	~	~	~	28.0
008037	<b>Bossier Parish Alternative School</b>						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	16.7
	Second Quartile	~	~	~	~	~	33.3
	First Quartile	~	~	~	~	~	50.0
	<b>Percentile Rank</b>	~	~	~	~	~	24.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data



## Table 9e: Norm-referenced Test (NRT) Results - Grade 10

### *Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
<b>District</b>							
	Fourth Quartile	~	~	~	~	~	22.0
	Third Quartile	~	~	~	~	~	28.2
	Second Quartile	~	~	~	~	~	29.2
	First Quartile	~	~	~	~	~	20.6
	<b>Percentile Rank</b>	~	~	~	~	~	51.0
<b>State</b>							
	Fourth Quartile	~	~	~	~	~	17.0
	Third Quartile	~	~	~	~	~	24.2
	Second Quartile	~	~	~	~	~	28.6
	First Quartile	~	~	~	~	~	30.3
	<b>Percentile Rank</b>	~	~	~	~	~	44.0
<b>Nation</b>							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	<b>Percentile Rank</b>	~	~	~	~	~	50.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

**Table 9f: Norm-referenced Test (NRT) Results - Grade 11**

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
008001	<b>Airline High School</b>						
	Fourth Quartile	~	~	~	~	~	34.7
	Third Quartile	~	~	~	~	~	23.6
	Second Quartile	~	~	~	~	~	24.0
	First Quartile	~	~	~	~	~	17.7
	<b>Percentile Rank</b>	~	~	~	~	~	57.0
008006	<b>Benton Middle/Senior High School</b>						
	Fourth Quartile	~	~	~	~	~	33.0
	Third Quartile	~	~	~	~	~	27.7
	Second Quartile	~	~	~	~	~	30.9
	First Quartile	~	~	~	~	~	8.5
	<b>Percentile Rank</b>	~	~	~	~	~	60.0
008009	<b>Bossier High School</b>						
	Fourth Quartile	~	~	~	~	~	15.3
	Third Quartile	~	~	~	~	~	24.1
	Second Quartile	~	~	~	~	~	32.8
	First Quartile	~	~	~	~	~	27.7
	<b>Percentile Rank</b>	~	~	~	~	~	42.0
008017	<b>Haughton High School</b>						
	Fourth Quartile	~	~	~	~	~	27.1
	Third Quartile	~	~	~	~	~	28.2
	Second Quartile	~	~	~	~	~	30.9
	First Quartile	~	~	~	~	~	13.8
	<b>Percentile Rank</b>	~	~	~	~	~	56.0
008020	<b>Parkway High School</b>						
	Fourth Quartile	~	~	~	~	~	38.1
	Third Quartile	~	~	~	~	~	27.6
	Second Quartile	~	~	~	~	~	25.4
	First Quartile	~	~	~	~	~	8.8
	<b>Percentile Rank</b>	~	~	~	~	~	62.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

## Table 9f: Norm-referenced Test (NRT) Results - Grade 11

### *Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
008022	<b>Plain Dealing Middle/Senior High School</b>						
	Fourth Quartile	~	~	~	~	~	7.7
	Third Quartile	~	~	~	~	~	3.8
	Second Quartile	~	~	~	~	~	23.1
	First Quartile	~	~	~	~	~	65.4
	<b>Percentile Rank</b>	~	~	~	~	~	26.0
008035	<b>Bossier Achievement Center</b>						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	0.0
	Second Quartile	~	~	~	~	~	41.7
	First Quartile	~	~	~	~	~	58.3
	<b>Percentile Rank</b>	~	~	~	~	~	19.0
008037	<b>Bossier Parish Alternative School</b>						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	16.7
	Second Quartile	~	~	~	~	~	33.3
	First Quartile	~	~	~	~	~	50.0
	<b>Percentile Rank</b>	~	~	~	~	~	26.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

## Table 9f: Norm-referenced Test (NRT) Results - Grade 11

### *Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
District	Fourth Quartile	~	~	~	~	~	29.3
	Third Quartile	~	~	~	~	~	24.9
	Second Quartile	~	~	~	~	~	28.0
	First Quartile	~	~	~	~	~	17.8
	<b>Percentile Rank</b>	~	~	~	~	~	54.0
State	Fourth Quartile	~	~	~	~	~	19.6
	Third Quartile	~	~	~	~	~	22.8
	Second Quartile	~	~	~	~	~	29.5
	First Quartile	~	~	~	~	~	28.1
	<b>Percentile Rank</b>	~	~	~	~	~	45.0
Nation	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	<b>Percentile Rank</b>	~	~	~	~	~	50.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

# *Part 5. College Readiness*

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American College Test (ACT) Results .....	5-1
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# American College Test (ACT) Results

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Scores on the American College Test (ACT) are widely used as an indicator of student preparedness for college. Most Louisiana public colleges and universities require that entering students take the ACT for admissions or placement purposes.

## Organization

Table 10, American College Test (ACT) Results, presents average composite scores for graduating seniors for each school in the district receiving a *School Report Card*. Schools are shown in school site code order. Comparison data are presented for the district (public schools only), the state (public and nonpublic schools combined), and the nation (public and nonpublic schools combined).

The ACT results shown include test scores for 1) twelfth graders who took the test in the current year and 2) twelfth graders who took the test as eleventh graders and elected not to retake it as seniors. If a student took the test in both the eleventh and twelfth grades, only the twelfth grade score has been included.

## Data Presentation: *School Report Card*

A college readiness indicator that includes ACT information is presented on the *1997-98 School Report Cards* of those schools that have a twelfth grade. The *School Report Cards* present 1997-98 average ACT composite scores at the school, district, state, and national levels.

## Method of Calculation

The ACT composite score is an average score based on the scores for the four ACT assessment tests (English, mathematics, reading, and science reasoning). The composite score, which ranges from 1 to 36, is a measure of the student's general educational development across these four subject areas.

## Data Source

The ACT indicator is based on student-level data supplied to the LDE by the testing contractor, American College Testing.

## References

Franklin, B.J., and Crone, L.J., (1993, April). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.

*LDE researchers have found the ACT performance of Louisiana students correlates highly with their performance on LEAP (CRT and NRT) tests. Further, those districts with the highest percentage of students taking the ACT have the highest ACT scores. This finding tends to dispute a widely-held assumption that the higher the percentage of students taking the ACT, the lower the average score (Franklin and Crone, 1993).*

**Table 10: American College Test (ACT) Results**  
*Average Composite Scores*

	<b>1992-93</b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>
008001 Airline High School	20.7	20.6	19.8	20.2	20.8	20.7
008006 Benton Middle/Senior High School	19.9	19.1	18.5	19.0	20.3	19.3
008009 Bossier High School	19.4	19.3	19.6	19.9	19.7	19.4
008017 Haughton High School	19.6	19.0	19.9	19.6	19.7	20.0
008020 Parkway High School	20.1	20.2	19.9	20.1	19.7	20.1
008022 Plain Dealing Middle/Senior High School	18.1	15.8	16.8	14.6	15.9	15.4
008035 Bossier Achievement Center	19.0	13.0	21.3	22.3	18.3	17.7
<b>District (Public)</b>	20.0	19.7	19.6	19.8	19.9	20.0
<b>State (Public and Nonpublic)</b>	19.5	19.4	19.4	19.4	19.4	19.5
<b>Nation (Public and Nonpublic)</b>	20.7	20.8	20.8	20.9	21.0	21.0

~ = Unavailable Data

## First-Time Freshmen Performance

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The number of freshmen who enroll in remedial courses during their first semester of college is one measure of the extent to which high school graduates are prepared for college.

Since 1987, the Louisiana Board of Regents has collected and reported information on the number of Louisiana high school graduates who enroll in Louisiana colleges and universities the following fall and enroll in remedial/developmental courses. The 1993 Legislature, believing that parents should have access to this information, enacted legislation mandating that this first-time college freshmen data be incorporated into the *Progress Profiles*.

### Organization

Table 11, First-time College Freshmen Performance, presents the number and percent of students who 1) graduated from *Report Card* schools and 2) enrolled as first-time freshmen during the following fall semester at any of the state's two- and four-year public and private universities. The table also reports the number and percent of first-time college freshmen who were enrolled in at least one remedial course during their first regular semester of college study.

### Data Presentation: *School Report Card*

The college readiness indicator that includes first-time college freshmen information is presented on the 1997-98 *School Report Cards* of schools that have a twelfth grade.

*Note: The first-time college freshmen data reported on 1997-98 School Report Cards represent information on 1996-97 high school graduates.*

### Definitions

- *First-time college freshman*—a student who graduates from high school during a given school year and is enrolled full time in a Louisiana higher education institution the following fall semester. A student must begin the fall semester with fewer than 12 hours of credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

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### Formula Used to Calculate First-time College Freshmen Percentages

$$\frac{\text{Percent of High School Graduates Who Were First-time College Freshmen}}{\text{Total Number of High School Graduates}} = \frac{\text{Number of First-time College Freshmen}}{\text{Total Number of High School Graduates}} \times 100$$

$$\frac{\text{Percent of First-time College Freshmen Who Enrolled in a Remedial Course}}{\text{Total Number of First-time College Freshmen}} = \frac{\text{Number of First-time College Freshmen Who Enrolled in a Remedial Course}}{\text{Total Number of First-time College Freshmen}} \times 100$$



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- *Graduate*—a student who successfully completes a BESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a state-approved diploma. Students who earn GEDs are not included.
  - *Remedial course*—a course designed by a university to prepare students to succeed academically in college-level courses. Remedial/developmental courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are enrolled part time or full time) but do not carry degree credit.

### **Method of Calculation**

The two formulas used in calculating the first-time college freshmen indicator are presented on the preceding page. The percent of high school graduates who become first-time college freshmen is calculated for public school graduates who attend in-state public colleges and universities.

### **Data Sources**

The first-time college freshmen indicator is based on data submitted to the LDE by Louisiana public and private universities to LDE in compliance with La. R.S. 17:3912 (since repealed).

**Table 11**  
*First-time College Freshmen Performance*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>008001</b>	<b>Airline High School</b>												
	Number of High School Graduates <sup>1</sup>		183		223		211		236		226		~
	HS Graduates Who Were First-time College Freshmen	29.51	54	47.98	107	44.55	94	42.37	100	56.64	128	~	~
	First-time Freshmen Enrolled in College Remedial Courses	48.15	26	35.51	38	34.04	32	38.00	38	45.31	58	~	~
<b>008006</b>	<b>Benton Middle/Senior High School</b>												
	Number of High School Graduates <sup>1</sup>		90		82		82		87		111		~
	HS Graduates Who Were First-time College Freshmen	28.89	26	47.56	39	43.90	36	44.83	39	34.23	38	~	~
	First-time Freshmen Enrolled in College Remedial Courses	50.00	13	56.41	22	38.89	14	71.79	28	44.74	17	~	~
<b>008009</b>	<b>Bossier High School</b>												
	Number of High School Graduates <sup>1</sup>		135		106		161		124		147		~
	HS Graduates Who Were First-time College Freshmen	23.70	32	41.51	44	36.65	59	32.26	40	21.77	32	~	~
	First-time Freshmen Enrolled in College Remedial Courses	34.38	11	40.91	18	44.07	26	40.00	16	37.50	12	~	~
<b>008017</b>	<b>Haughton High School</b>												
	Number of High School Graduates <sup>1</sup>		161		165		198		171		193		~
	HS Graduates Who Were First-time College Freshmen	33.54	54	40.00	66	42.93	85	38.01	65	40.93	79	~	~
	First-time Freshmen Enrolled in College Remedial Courses	31.48	17	33.33	22	44.71	38	46.15	30	37.97	30	~	~
<b>008020</b>	<b>Parkway High School</b>												
	Number of High School Graduates <sup>1</sup>		223		221		194		211		228		~
	HS Graduates Who Were First-time College Freshmen	32.74	73	46.15	102	39.18	76	38.39	81	38.60	88	~	~
	First-time Freshmen Enrolled in College Remedial Courses	26.03	19	27.45	28	36.84	28	38.27	31	53.41	47	~	~
<b>008022</b>	<b>Plain Dealing Middle/Senior High School</b>												
	Number of High School Graduates <sup>1</sup>		26		38		37		62		36		~
	HS Graduates Who Were First-time College Freshmen	19.23	5	15.79	6	21.62	8	20.97	13	13.89	5	~	~
	First-time Freshmen Enrolled in College Remedial Courses	80.00	4	66.67	4	75.00	6	30.77	4	80.00	4	~	~
<b>008035</b>	<b>Bossier Achievement Center</b>												
	Number of High School Graduates <sup>1</sup>		~		~		16		15		~		~
	HS Graduates Who Were First-time College Freshmen	~	~	~	~	0.00	0	13.33	2	~	~	~	~
	First-time Freshmen Enrolled in College Remedial Courses	~	~	~	~	0.00	0	0.00	0	~	~	~	~

<sup>1</sup> Represents graduates from the previous school year.

~ = Unavailable data

**Table 11**  
*First-time College Freshmen Performance*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>District (Public)</b>													
	Number of High School Graduates <sup>1</sup>		818		835		899		906		941		~
	HS Graduates Who Were First-time College Freshmen	29.83	244	43.59	364	39.82	358	37.53	340	39.31	370	~	~
	First-time Freshmen Enrolled in College Remedial Courses	36.89	90	36.26	132	40.22	144	43.24	147	45.40	168	~	~
<b>State (Public)</b>													
	Number of High School Graduates <sup>1</sup>		33,593		33,772		34,937		36,275		36,407		~
	HS Graduates Who Were First-time College Freshmen	38.66	12,986	44.15	14,912	40.30	14,079	40.27	14,608	37.62	13,697	~	~
	First-time Freshmen Enrolled in College Remedial Courses	53.70	6,973	55.00	8,201	47.77	6,726	48.64	7,106	49.93	6,839	~	~

<sup>1</sup> Represents graduates from the previous school year.

~ = Unavailable data

*aggregate days attendance*—the sum of the total number of days that students are *present* at the school site over the course of the school year.

*aggregate days membership*—the sum of the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.

*class*—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for purposes of the *Annual School Report* (ASR) and identifiable by a specific ASR course code.

*combination school category*—any school whose grade structure falls within the K-12 range and is not described by any of the other school category definitions. These schools generally contain some grades in the K-6 range and grades in the 9-12 range. Examples would include grade configurations such as K-12, K-3, 9-12, 4-6, and 9-12.

*criterion-referenced test (CRT)*—tests that produce a score that tells how individuals/schools perform in achieving an established criterion; LEAP CRT results (as reported by *Progress Profiles*) show the number and percent of Louisiana students who meet or exceed state curriculum content standards.

*cumulative enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.

*day of attendance*—a student is considered in attendance when he or she 1) is physically present at a school site or is participating in an authorized school activity and 2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, or participating in school-authorized field trips.

“Students who meet the above criteria and are present at the school site for 26-50% of the student’s instructional day shall be credited with a half day’s attendance. Those who meet the above

criteria and are present for at least 51% of the student’s instructional day are credited with a whole day’s attendance. Students who are not physically present or who are participating for 25% or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department.” (Bulletin 741)

*dropout*—the National Center for Education Statistics (NCES) defines a dropout as “an individual who was enrolled in school at some time during the previous school year, was not enrolled at the beginning of the current school year, has not graduated from high school or completed an approved educational program, and does not meet any of the following exclusive conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death.”

“For purposes of applying the dropout definition, the following definitions also apply:

1. A school year is defined as the 12-month period of time beginning October 1 and ending September 30.
2. An individual has graduated from high school or completed a state- or district-approved education program upon receipt of formal recognition from school authorities.
3. A state or district approved program is one that leads to receipt of formal recognition from school authorities. It may include special education programs, home-based instruction, and school-sponsored secondary (but **NOT** adult) programs leading to a GED or some other certification differing from the regular diploma” (NCES, 1993).

*elementary school category*—any school whose grade structure falls within the K-8 range, excludes grades in the 9-12 range, and does not fit the definition for middle/junior high.

*faculty*—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals, assistant

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principals, guidance counselors, librarians, and other instructional staff (provided they teach at least one course).

*first-time college freshman*—a student who graduates from high school during a given school year and is enrolled full time in a Louisiana higher education institution the following fall semester. A student must begin the fall semester with fewer than 12 hours credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

*graduate*—a student who successfully completes a BESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a state-approved diploma. Students who earn GEDs are not included.

*high school category*—any school whose grade structure falls within the 6-12 range and includes grades in the 10-12 range, or any school that contains only grade 9.

*in-school expulsion*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA and no interruption of instructional services occurs.

*in-school suspension*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day and no interruption of instructional services occurs.

*Percentile rank of average standard scores for national student norms*—percentile rank of the average student in the school, district, or state. For example, a percentile rank of 48 for a school means that 48 percent of the students in the norm group scored at or below the average score obtained by the students in the school.

*middle/junior high category*—any school whose grade structure falls within the 4-9 range, includes grades 7 or 8 and excludes grades in the K-3 and 10-12 ranges.

*norm-referenced test (NRT)*—tests that produce a score that tells how individuals/schools perform in comparison with other individuals/schools; LEAP NRT results (as reported by *Progress Profiles*) show how Louisiana schools perform when compared with the district, state, and nation.

*October 1 membership*—total number of students enrolled in a school on October 1, which is operationally defined by NCES as the first day of the academic school year.

*out-of-school expulsion*—removal (exit) of a student from school for a determined number of days with no provision of instructional services.

*out-of-school suspension*—student is temporarily prohibited from participation in his/her usual placement within school with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

*percent of student attendance*—the ratio of aggregate days student attendance to aggregate days membership.

*remedial course*—a course designed by a university to prepare students to succeed academically in college-level courses. Remedial/developmental courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are part-time or full-time) but do not carry degree credit.

